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Enrichment programs conducted in Missouri state schools for trainable mentally retarded (TMR) children under Title I funding in 1967 are evaluated. Charts give the progress of 153 TMR pupils in the physical fitness programs conducted in three schools while case histories indicate improvement of six children in a prekindergarten enrichment program. The progress of a video tape teaching project is mentioned and two examples of pilot filmstrips developed are given. Reports and case histories submitted by speech teachers who conducted oral communication programs for 105 multiply handicapped TMR children in five day schools are presented. Reported by charts and pupil progress reports are results from a 6-week summer school training program offered by training centers to 542 TMR children; twelve independent studies resulting from the summer program are included. An account is given of an inservice teacher institute on new trends in TMR curriculum development which involved 150 teachers and supervisors. Finally, case histories and teacher reports from two schools which have home school coordinators provide an evaluation of the services obtained to solve children's school and family problems. (SN)

ED029427

OE/BESE
TITLE I

MISSOURI SCHOOLS FOR THE RETARDED

TITLE I PROJECT

Program Enrichment for
State Schools for Retarded

Activities:

I. Physical Fitness
II. Pre-Kindergarten
III. T.V. Teaching
IV. Speech Development
V. Summer Program
VI. Teacher Institute
VII. Home-School Coordinator

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EC003920E

ACTIVITY I

PHYSICAL EDUCATION

Funded Through

TITLE I

of the

Elementary and Secondary Education Act of 1965

Conducted by the

Missouri Schools for the Retarded

A PROGRAM OF DEVELOPMENTAL MOTOR ACTIVITIES, PHYSICAL FITNESS, AND RECREATION

by
C. W. Brewer

Submitted as a Special Project for the
Missouri Schools for the Retarded

Funded by
P-L 89-10, Title I, of the
Elementary and Secondary Education Act of 1965

PHYSICAL EDUCATION: A PROGRAM OF DEVELOPMENTAL MOTOR ACTIVITIES, PHYSICAL FITNESS, AND RECREATION

STATEMENT OF PROBLEM

To determine the feasibility of providing a structural physical educational program for trainable mentally reterded youth on a regular instructional schedule as part of the curriculum of Missouri State Schools for Retarded.

PROCEDURE

An experiment study was developed involving 153 trainable youth from three State Schools for Retarded located at different geographical locations (Springfield, North Kansas City, and St. Louis) in Missouri. Each State School Program was directed by a certified physical education instructor or specialist with the assistance of the regular classroom teacher.

North Kansas City State School No. 9 developed a program of motor development for 30 children of primary age. The program consisted of training in the most basic, gross muscular movements such as; locomotor movement (creeping, crawling, walking, running, jumping, and marching), hand-eye coordination (throwing and catching), balance and air-borne activities, size and weight discrimination, and kinesthetic-perceptual awareness. The specific program followed was that of the 1967-1968 Curriculum Guide for Missouri State Schools for Retarded.

The four primary rooms of children, ranging in age from 6 to 10 years of age were the were the active participants in the study. The control group was drawn from the lower intermediate groups with the youngest chronological age. The program provided a 45 minute daily activity during the second half of the school year for experimental group. The control group received a 45 minute session one day a week during the same semester period consisting of a planned physical education activity.

The program utilized equipment that was not common to all State Schools such as: adjustable parallel bars, trampoline, tunnel mats, valting stand, climbing ropes, gymnasium benches, hanging ladder, rope ladder, and spring board.

Springfield State School No. 1 developed a program of physical education activities for a random sample of the 90 children enrolled in the Springfield School. The experimental group of 24 children was divided into classes of 6 to 8 children each according to age, size, and in some cases, to degree and nature of retardation. Each experimental class had a 30 minute daily physical education period during the second semester or a total of 62 days. The control group received the same type of program as all students of the school did. The regular program was a 3 day a week, 30 minute play activity directed by the class-room teacher.

The Springfield experimental physical education program was constructed as one to develop physical fitness, endurance, and flexibility in behavior, through exercises, skill training, and low organized game participation.

The program was developed to use outside facilities due to the lack of any inside space beyond classrooms. The outside facilities developed were: ½ mile jog-along, non-commercial obstacle course, scooter and bicycle track, and game field.

St. Louis State School No. 13. The program of the State School at St. Louis was developed to meet a more structured experimental design. From the school population of 160 children, 80 children were selected at random and placed into four groups. A program was developed for each group. Control group "A" received only the regular physical activity directed by the classrrom teacher. Experimental group "B" was programmed for a daily 45 minute P.E. program developed for the study plus a twice a week swimming program. Experimental group "C" was programmed for a daily 45 minute physical education program developed for the study plus 2 periods of cardio-vascualr development. Experimental group "D" was programmed for a for a daily 45 minute plus 2 periods a week of body manipulation with apparatus.

The St. Louis School was the only program used in the higher structred program due to the availability of gymn and swimming facilities. The St. Louis study is presently being evaluated and the findings are as yet not available and will be reported at a later date.

EVALUATION AND FINDINGS

The pre-post test evaluation model was followed utilizing: (a) The Purdue Perceptual Motor Survey, Kephart; (b) Adaptation of the Movement Pattern Check List, Godfrey; (c) Test of Physical Fitness for the Mentally Retarded, Hayden, at the State Schools.

The Purdue Perceptual Motor Survey was administered by instructors and evaluators at the beginning and termination of program to the experimental and control group. (See Graph I)

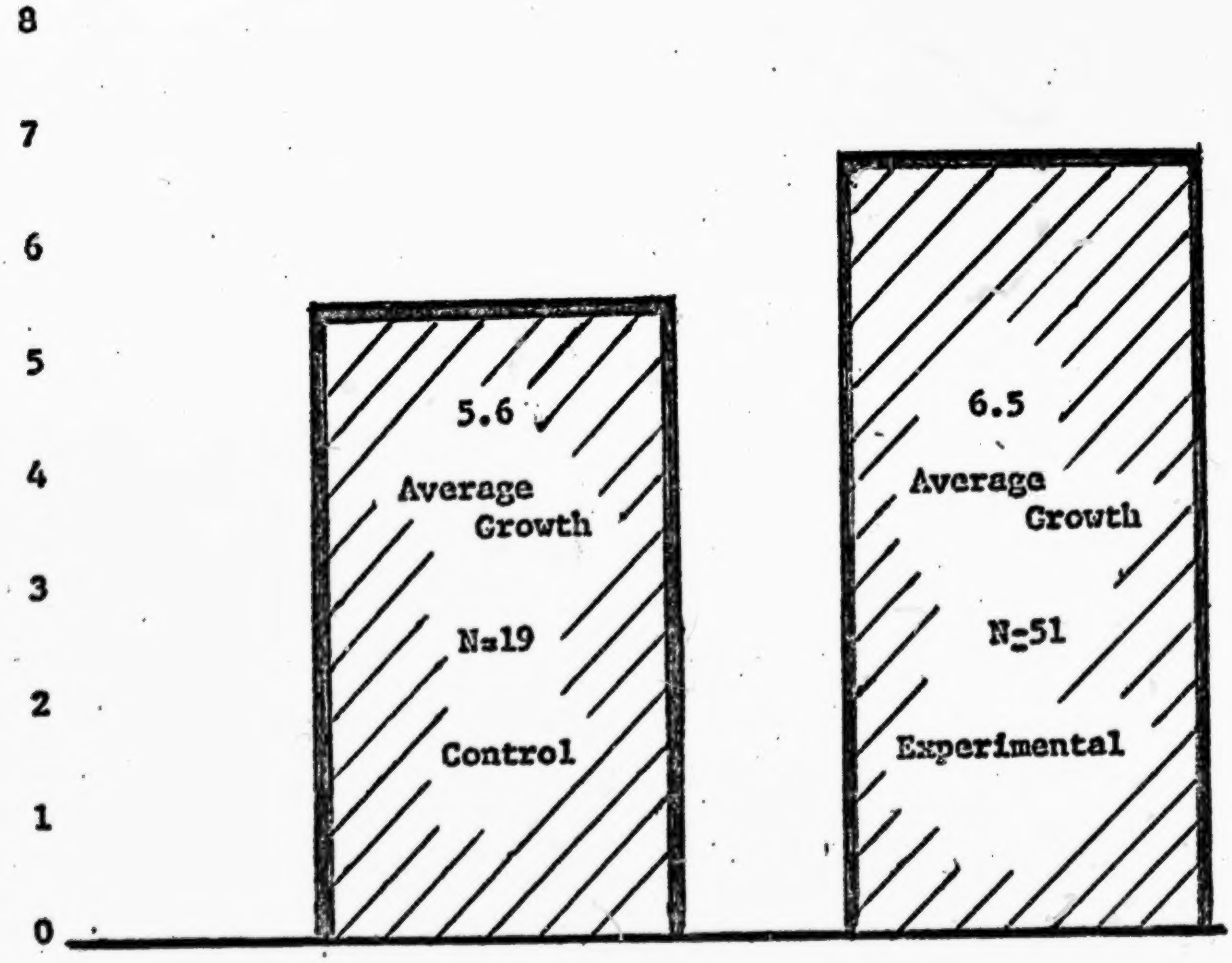
TABLE I

Springfield and North Kansas City Experimental and Control pre and post averages and average growth as measured by the P.M.S. (Purdue Perceptual Motor Survey).

		Number of Students	Average Pre Score	Average Post Score	Average Gaining Score
pringfield	Experimental	24	52.5	59.5	7.2
	Control	10	44.5	53.2	8.7
North Kansas City	Experimental	27	45.2	51.0	5.7
	Control	9	44.5	46.8	2.2
Total	Experimental	51	48.6	55.0	6.5
	Control	19	44.5	50.1	5.6

GRAPH I

Comparison of the average difference of pre and post scores between experimental and control at Springfield and North Kansas City as measured by Purdue Perceptual Motor Survey.



The Movement Pattern Checklist was adapted to measure any four of the items crawling, walking, throwing, and catching. Scoring interlated to a 1 to 4 value (See Chart I) to be compatable with other measures used. The adapted checklist was administered by instructor and evaluators at the begining and termination of study to experimental and control groups (See Graph II.)

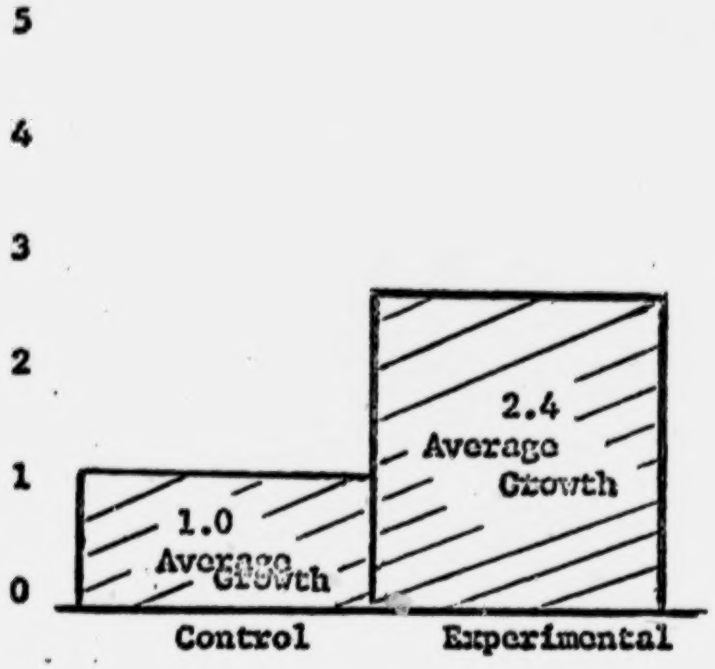
TABLE II

Springfield and North Kansas City Experimental and Control pre and post average scores and average growth as measured by the adapted Movement Pattern Checklist.

		Number of Students	Average Pre Score	Average Post Score	Average Gaining Score
SPRINGFIELD	Experimental	24	8.6	11.3	2.2
	Control	10	9.6	10.2	1.3
NORTH Kansas City	Experimental	27	8.9	11.1	2.2
	Control	9	9.5	10.2	0.7
TOTAL	Experimental	51	8.7	11.2	2.4
	Control	19	9.6	10.2	1.0

GRAPH II

Comparison of average difference of pre and post scores between experimental and control at Springfield and North Kansas City as measured by the adapted Movement Pattern Check List.



N=19

The Physical Fitness Test for the Mentally Retarded was used only by Springfield in an adapted form. The test was only on the Muscular Fitness items: hang times, medicine ball throw, speed sit up, and the organice finness (200 yard run). Only the experimental group was measured on a pre and post basis. (200 yards was scored twice reported time to equal 300 yard run)

Number	Average Pre Score	Average Post Score	Average Gaining Score
24	115.2	149.8	35

Obstacle Course Times are also reported for information. The experimental group at Springfield was the only group measured and no evaluation was made of these scores. (See Chart III)

The noted difference of the gain in points, on each test of the experimental group over the control group, supports the worth of a daily structured physical education program. The small difference in the short time period gives promise of what may be hoped for in an extended study. The gain of the student who was a member of the group studied is also apparant in other areas in addition to physical. Other areas gained in are: socialability, ability to follow direction, take turns, self awareness, stability of attention, self value, and pleasure participation.

TEACHERS REACTIONS

The reactions of the Physical Education I instructors and classroom teachers were recorded for additional insight into value of the study.

"This project, on the whole, was most beneficial for the children, and for myself." "The greatest changes I observed was in the general body awareness." "They seemed to become aware of their body and its capabilities......... how many more things they could do than they believed they could." "There was a great deal of change even by all of us in the children's sociability, and willingness to get along with others." "Children who were markedly one-sided in their movements became bi-lateral in some, many, or all activities as we progressed and reinforced the activities." "Children began to learn to watch." "Almost every child's attention span improved decidely, and the ability to comprehend and follow verbal directions was more apparant as well as ability to reproduce a demonstrated activity."

"Little Sheila was 8 years old, a product of developmental retardation, and a victim of a very deprived socio-economic background. She was almost always in a stupor, very rarely could anyone get a reaction from her. She hardly ever smiled, and never accomplished anything. When I began with her, I spent all my time coaxing her to do things-----the excerises and activities. Then, the music teacher made comments that Shelia has become very animated in her class. By the end of the project, Shelia had become more animated with me, and was trying to do everything I asked. She began vocalizing more, only meaningless ound combinations. Her physical skills improved only slightly, but enough to increase her scores on the post-tests. On the perceptual motor survey, her scores went up on the motor section, but stayed the same on the perceptual section. I cannot help but feel that the physical education program was partly responsible for her general growth."

"Kevin was very slow, pidgeon-toed, and afraid to try anything, a brain damage child. When he went up steps, it was one at a time, and he was very poorly coordinated. Now, after being in the program, he seemed to be a little more outgoing, more willing to do things, and to move, and was able to go up and down steps correctly.

Susie was a 10 year old mongloid, a product of 1 year of public school, which destroyed nearly all her confidence. Through her classroom teacher's efforts, and the physical education program, she is slowly gaining in her willingness to try; her accomplishments in physical education have helped her gain conficence and know she can do so many things. Her coordination was generally improved, and her mother, in her parent-visit, commented to her teacher that Susie had picked up her brothers' basketball and played with it, even tried to shoot some baskets. She had always been afraid of the ball before.

CONCLUSION

The value of this study can not be adequately measured until an opportunity to follow the continual development of exposed students in the years to come. The evaluations presents a positive picture of what can be gained by regular physical education experiences. The "fun" that was registered by the participants alone would tend to the inclusion of the activity in the regular curriculum. The social, personal, and psychological value is not a measurable quality in standardized form, but it is recognizable in the youth's behavior.

This short experience would be hopefully followed by a longer and larger study the next school year and a strong bid as a developmental tool in a curriculum.

CHART I

Interpellation of Movement Pattern Check List scoring to a 4 to 1 scale.

Pattern elements present--(minus) Deviations noted = raw score

Scale Score	4	3	2	1
Raw Score	7 & above	6 to 4	3 to 1	0 & below

Experiment for measure in catching.	A Pattern Elements Present	6
	Deviations noted	-3
	Raw score	3
	Scale Score Reported	2

CHART II

NORTH KANSAS CITY SCHOOL NO. 9

EXPERIMENTAL GROUP

	Purdue Perceptual Motor Survey			Movement Checklist Pattern		
	Pre	Post	Difference	Pre	Post	Difference
1	31	25	-6	7	9	2
2	38	45	7	9	10	0
3	58	57	-1	13	13	0
4	43	53	10	8	12	4
5	27	32	5	5	7	2
6	35	40	5	5	9	4
7	42	50	8	8	10	2
8	40	46	6	8	9	1
9	41	44	3	7	11	4
10	47	60	13	9	13	4
11	44	58	14	8	10	2
12	58	68	10	9	11	2
13	39	38	-1	6	8	2
14	64	68	4	14	14	0
15	43	47	4	9	11	2
16	33	39	4	9	12	3
17	60	53	-7	12	11	-1
18	44	56	12	6	11	5
19	43	53	10	9	11	2
20	45	56	11	11	14	3
21	57	57	0	9	13	4
22	37	43	16	10	10	0
23	49	58	9	10	10	0
24	39	51	12	6	11	5
25	35	41	6	7	9	2
26	71	72	1	12	16	4
27	57	63	1	12	16	4
Total	1220	1376	156	242	301	59

CHART III

Springfield School No. 1

Experimental Group

	Perceptual Motor Survey			**Movement Checklist Pattern**			**Physical Fitness**			**Obstacle Course Time**	
	Pre	**Post**	**Diff.**	**Pre**	**Post**	**Diff.**	**Pre**	**Post**	**Diff.**		
28	81	81	2	16	16	0	200	255	55	:25	:05
29	70	78	8	15	16	1	180	250	70	:24	:05
30	79	78	-1	10	16	6	180	235	55	:36	
31	60	66	6	10	12	2	195	180	-15	:33	:05
32	68	76	12	12	16	4	190	215	25	:34	
33	35	43	8	10	8	-2	20	50	30	:08	:05
34	39	55	16	4	6	2	115	145	30	1:10	:05
35	50	54	4	4	8	4	110	165	55	:45	
36	52	65	13	10	11	1	80	110	30	:38	
37	42	43	1	6	11	5	75	125	50	:50	
38	27	32	5	5	4	-1	60	105	45	1:23	:05
39	31	47	16	4	10	6	20	30	10	1:23	:03
40	42	65	23	12	14	2	75	135	60	:42	:03
41	59	59	0	5	9	4	70	135	65	:54	
42	52	52	0	5	13	8	85	85	0	1:07	:05
43	40	52	12	8	8	0	50	130	80	:46	
44	67	77	10	13	15	2	125	185	60	:42	
45	55	62	7	6	12	6	50	55	5	1:07	
46	53	57	4	6	10	4	65	120	55	:59	
47	33	44	11	5	10	5	130	145	15	:42	:03
48	27	36	9	4	6	2	90	130	40	:58	
49	83	73	-10	14	16	2	250	260	10	:32	
50	63	66	3	12	10	-2	205	180	-25	:35	
51	51	66	15	10	12	2	145	170	25	:34	
otal	1259	1429	174	206	269	63	2765	3595	840		
verage	52.4	59.5	7.2	8.6	11.2	2.2	115.2	149.8	35		

CHART IV

NORTH KANSAS CITY SCHOOL NO. 9

& Springfield School No. 1

N=19

	Purdue Perceptual Motor Survey			Movement Checklist Pattern		
	Pre	Post	Difference	Pre	Post	Difference
1	35	51	16	11	11	0
2	26	35	9	4	7	3
3	48	61	13	13	13	0
4	63	78	15	12	14	2
5	25	27	2	5	6	1
6	52	63	11	13	13	0
7	31	34	3	6	7	1
8	63	62	-1	8	13	5
9	45	55	10	8	11	3
10	47	66	9	16	14	-2
Springfield Total	445	532	87	96	102	13
Average						
11	50	47	-3	13	13	0
12	39	49	10	9	12	3
13	55	57	2	7	9	2
14	39	42	3	10	11	1
15	46	41	-5	13	15	2
16	38	37	-1	10	8	-2
17	-----	-----	------	------	-----	-------
18	39	41	2	8	9	1
19	40	45	5	5	6	1
20	55	62	7	11	9	-2
N.K.C Total	401	421	20	86	92	6
Average	44.5	46.8	2.2	9.5	10.2	0.7
Grand Total	846	953	107	182	194	19
Average	44.5	50.1	5.6	9.5	10.2	1.0

ACTIVITY II

PRE-KINDERGARTEN

Funded Through

TITLE I

of the

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Conducted by the

Missouri Schools for the Retarded

PRE-KINDERGARTEN PROGRAM FOR TRAINABLE MENTALLY RETARDED CHILDREN

Information Submitted by

(Mrs.) Marie Eberting
and
George R. Osborne

Submitted As
A Special Project
for the
Missouri Schools for the Retarded

Funded By
P. L. 89-10, Title I of the
Elementary and Secondary Education Act of 1965

PRE-KINDERGARTEN PROGRAM FOR TRAINABLE MENTALLY RETARDED CHILDREN

PURPOSE OF PROJECT

The purpose of the project was to develop an experimental program of pre-school educational experience and cultural enrichment for children who are not at the mental level or chronological age attainment to attend a State School for the Mentally Retarded.

Because of the low mental abilities of the prospects involved and their hyperactivity, it was difficult to derive or establish valid test scores. The pre-school child who appears to be functioning at a trainable mentally retarded level has many difficulties to face up to. It is noted that intellectual deficits, emotional disabilities, difficulties of sensory perception and discrimination, social immaturities, lacks in physical coordination are only some of the handicaps these individuals are confronted with.

The pre-school room seemed to be the logical and evident place to begin the orientation for the trainable mentally retarded child before classwork in the primary class begins.

The attainment of the following goals for the child was the primary concern of this project:

1. To become aware of himself as a person in order to be able to participate in a group.
2. To respond in an accepted way to authority.
3. Language development must be the care of the curriculum.

Each daily session must be planned using techniques to develop language along with other skills and activities so that each child can form words into complete sentences, be able to name simple and common objects, define and follow simple directions, blend two sounds into a word, and to tell one way in which two objects are the same or different.

4. To produce a fair degree of proficiency in self-care.
5. To be able to approach a situation that involves a degree of problem solving. This will include activities designed to increase attention span, listening and following directions, along with development of useful concepts dealing with color, size, and relationships.
6. To develop a degree of safety awareness comparable to mental age.
7. To become familiar with school personnel and facilities.

THE PROGRAM AND PUPILS

The Experimental Pre-School Program for the trainable child was started March 20, 1967, at State School 32, St. Joseph, Missouri. Six children, ages 5-7, were enrolled. A teacher and an aid worked with these children. The session was three (3) hours (9:30 - 12:30) per school day, lasting through a period of five months. The goal and aim for this class was preparation for regular classroom work in the school for trainables. Work progressed through a rather flexible schedule allowing sufficient time for each activity. The schedule was prepared with the following anticipated learnings involved:

Listening.
Care of physical needs.
Following simple directions.
Development of desired health habits.
Parallel play.
Self-control.
Physical fitness training.
Group participation.
Safety.

Much was accomplished with these children, yet as always, there was much more to be desired.

A short summary of the children enrolled:

Eric-a six-year old Mongcloid, probably progressed the most but the only way this child could move was foreward. Eric was born to "older parents" and they had no idea of what to do for him. His physical needs were taken care of, all doors leading to the outside were latched, the other family members in the home went about their daily routines and Eric just scampered about, seemingly. Thus, went six years for Eric. Group participation and routine were really difficult for him. He progressed some but still has further to go to qualify acceptably for school.

Roger-age 7, didn't have very far to travel until he could have been promoted to the beginner class. His home-life is meager in many ways. His two older brothers have been enrolled in the trainable program. Probably, the greatest help pre-school provided for Roger was that he became aware that he was a person. He will be enrolled in State School 32 in September.

Jerry-a 7-year old Monogoloid, was really ready for this type of group work. Participation with his peers and organized routine carried him over the hill of immaturity and he will enter the beginner class in September for a full day of school.

Denise-6½ years, was quite hyperactice, yet, good home training had conditioned her to listen so she was able to function and enjoy pre-school.

She has not, as yet, been evaluated, but, from observation she might be able to enter the beginner class.

Raymond-5 years, attended about five days of the session. His mother decided that the Head-Start Program was where he belonged. I have just received by mail that "he be referred to the trainable program because psychological evaluation indicates this."

Kristi-6 years, a hyperexcitable child. She comes from a very good home but is quite immature emotionally. Maybe, another year of pre-school might help her to progress toward her parents desired goal of entrance into the trainable school.

Debbie-age 7, had never before participated in any group other than the home. She was progressing acceptably until the parents separated. After about June 1, she didn't return to school.

SUGGESTIONS AND OBSERVATIONS

1. This is a worthwhile and needed addition to the school for TMR. Training can begin earlier for the child, thus, enabling some to even go further in attainments.
2. An experienced teacher for TMR Pre-School class is a must.
3. This class should be provided for at the school if possible and be scheduled at regular session.
4. A definite curriculum should be provided.

ACTIVITY III

TELEVISION TEACHING

Funded Through

Title I

of the

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Conducted by the

Missouri Schools for the Retarded

PROGRAMMED AUDITORY AND VISUAL STIMULATION INSTRUCTION CONDITION BY REPETITIOUS VIEWING OF VIDEO-TAPES

by
Jess A. LaPuma

Submitted as
A Special Project
for the
Missouri Schools for the Retarded

Funded by
P. L. 89-10, Title I, of the
Elementary and Secondary Education Act of 1965

T. V. TRAINING

PROGRAMMED AUDITORY AND VISUAL STIMULATION INSTRUCTION

CONDITIONED BY REPETITIOUS VIEWING OF VIDEO - TAPES

The first stage of the programmed auditory and visual stimulation project was conducted by the Missouri Schools for the Retarded with funds made available through Title I of the Elementary and Secondary Education Act of 1965.

IMPORTANCE OF PROJECT

The project was instituted in this area because it has become apparent that auditory and visual stimulation via television has been a new and successful method of instruction in the field of education. The wide usage of educational and closed circuit television in various school settings indicate the interest and importance of such projects in the field of education.

The great possibilities of the varied usages of instant video tape has encouraged the proposals and interest in the T.V. project. The process of producing moving and audible pictures has been simplified to the point that the practicality of making such films for small school settings is most probable.

PROJECT PROPOSED

Repetition seems to be a key to the retention power of the trainable mentally retarded pupil, therefore, the following project was proposed:

> It is proposed that a project to stimulate the desire and need to memorize, speak, and learn through the use of video taped programs which are designed and produced expressly for the trainable retarded child. There are no educational or commercial films availabe which are produced for this purpose. It has been noted that a majority of trainable mentally retarded children react to the short, dramatically presented television commercials favorably and by remembering them. This fact is probably due to the reptitious showing of such films on local and national television stations. The staff of this project consisted of existing state school personnel and admininstration staff of the project.

PROGRESS OF PROJECT

Thus far in the T.V. training activity, a few pilot films have been produced. A major portion of the time spent on this activity during the past few months has been devoted to purchase of equipment and preparation of facilities for the project.

Three schools have been equipped with closed circuit T.V. units. In each of the three schools, two rooms have been set up to view the prepared taped lessons. The schools which are involved in the T.V. project are: State School No. 1, Springfield; State School No. 12, Kansas City; and State School No. 13, St. Louis.

In preparing the first set of pilot films, space was rented for a short period of time in the Kansas City area. Staff personnel and teachers of the Missouri schools for the retarded participated in the productions. Since, at the time of the pilot film project, much of the equipment ordered had not been delivered, equipment provided by Cramer Engineering Co. was used on loan. A T.V. camera and video-tape recording system was used to make the video-taped lessons. Attached to this report are two of the scripts used for the pilot films.

SUMMARY AND RECOMMENDATIONS

In summary it is hoped that the T.V. Training Project can continue to grow. The purchase of equipment and materials to begin the project has been carried out. Some samples have been made and the prospects of the project seem very bright.

It is recommended that the equipment outlay be expanded and that a centrally located studio be set up to produce the lessons. It is also suggested that the program continue on the course it was originated for. That is to use the films for instruction which will be of operant conditioning, utilizing repetitious programmed method of instruction.

It is hope that in the second phase of the T.V. project the effects of programmed instruction can be evaluated on pre and post test methods in order to measure differences in understanding of material.

COUNT ONE TO FIVE

Two sets needed:
1. Waterfront Scene I
2. Underwater Scene II
3. Waterfront Scene III

Scene I - Music in out

(Waterfront - clown speaks)

Clown: Boys and Girls let's learn to count to five, Watch me close and into the water I'll dive.

(Camera fade out)

(Sound of water splashing)

Scene II - Music in out

(Underwater - clown in swimming positions) (Bubbles for underwater effect, 5 fish hanging on thread so they can be easily pulled down)

(Camera fade in)

Clown: Look at the fish swimming all around. Let's count each one and make a funny sound.

One - whoops, Two - whoops, Three - whoops, Four - whoops, Five - whoops.

Well now we have:
Five little fish swimming all around
whoops, One swam away where has it gone.
Four little fish swimming out to sea
whoops, One swam away now there are three.
Three little fish don't know what to do
whoops, One swam away now there are only two.
Two little fish swam and had fun
whoops, One swam away now there's only one.
One little fish swam until night
whoops, look it's gone, not a fish in sight.

I guess I'll swim out of the water for now
I'll get right out and dry off with a towel.

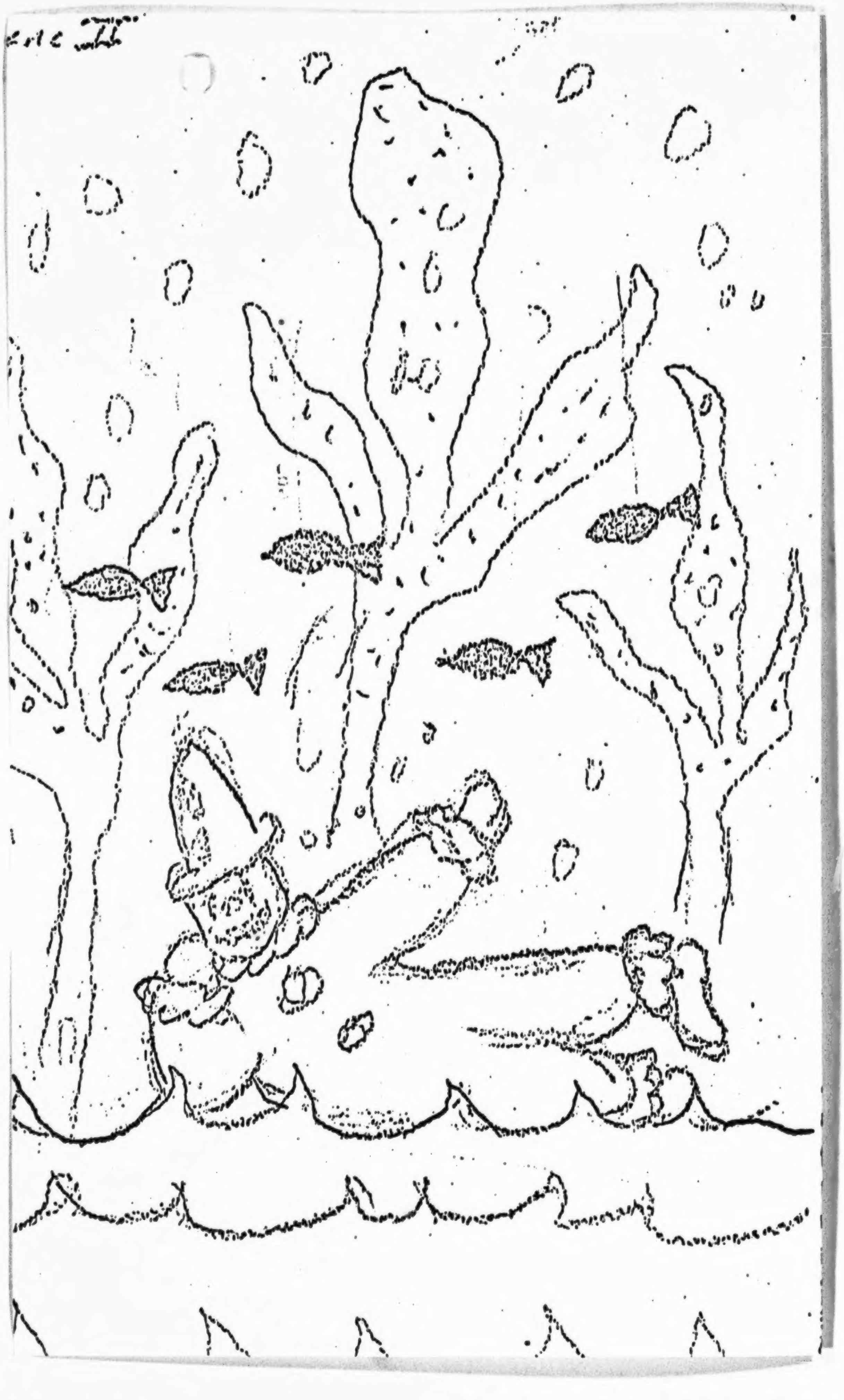
(Camera fade out)

Scene III - (Camera fade in)

(Waterfront - clown drying off with a towel - picks up chart with five fish on it - hold it up points to it) - (Says)

Clown: I saw five little fish and they all swam away
Oh well we'll look for the fish again some other day.

Music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Scene I and III

Courtesy of
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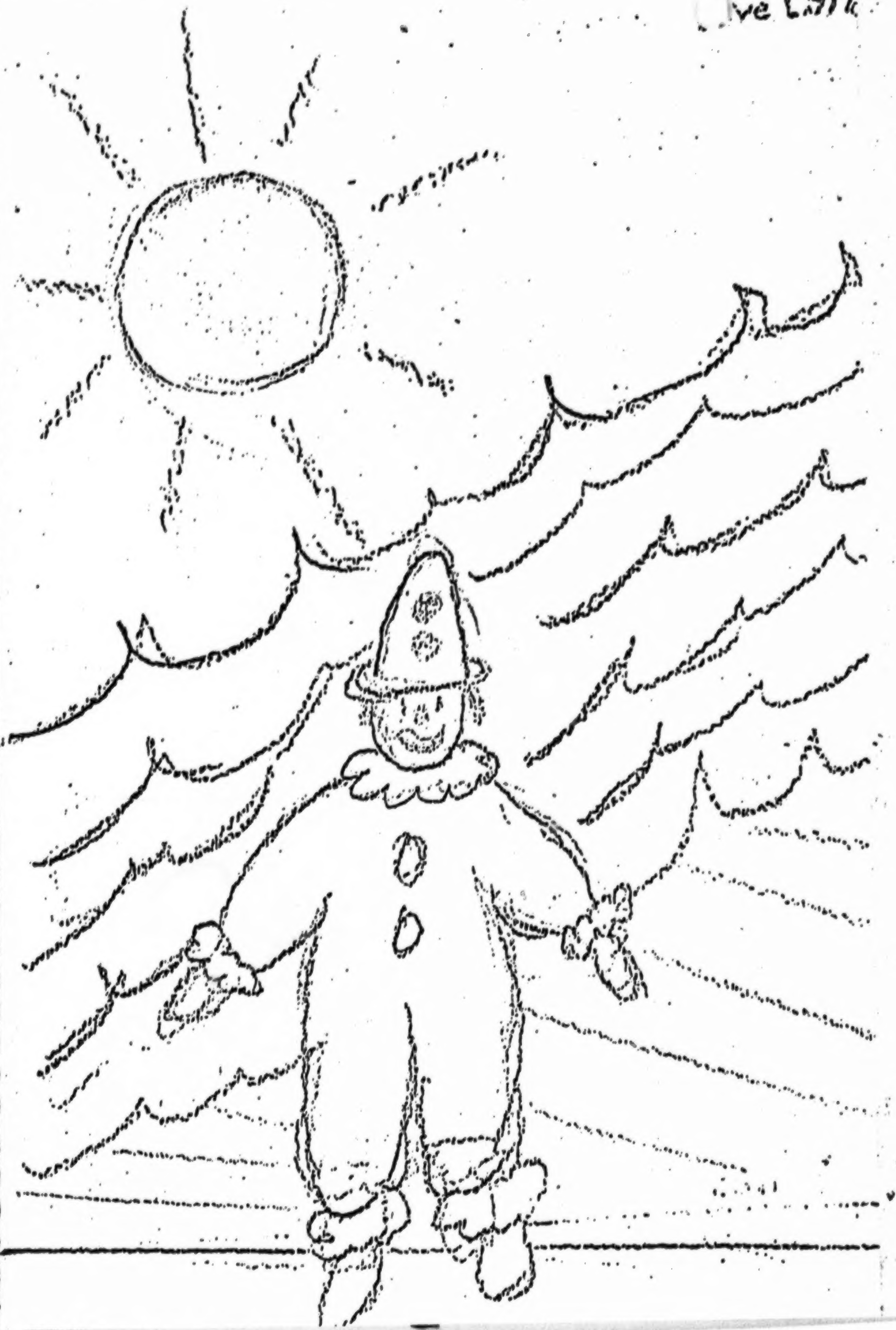
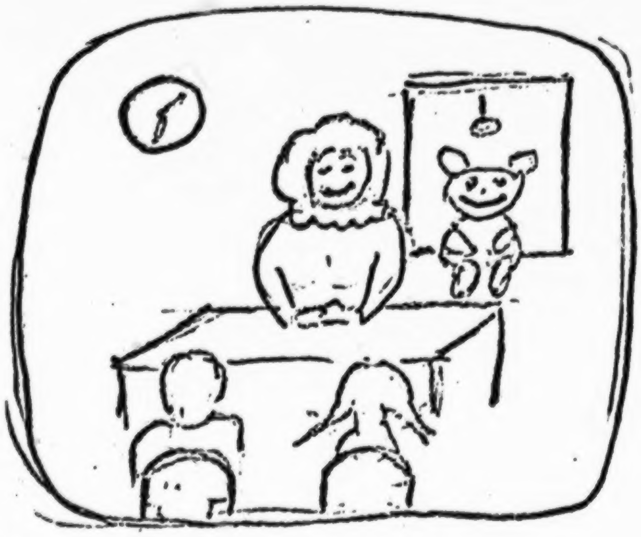


"BILLY AND THE MANNER MAN"

ONE SET:

Classroom



Teacher: (Long Shot)

Hello, Boys & Girls.

Let me tell you of a little boy I know (Camera in close)

Teacher: (Close Shot)

Billy was a little boy like you - and you - and you-

But he didnpt know how to act or what he ought to do.

He stepped on toes, he slammed the door.

He ate like a pig, got crumbs on the floor.

He pushed and shoved and made others cry. He coughed and sneezed in his neighbors eye. Until his friend decided one day to call the Manner Man, who came to say.

Dog: (At window - camera on teacher & puppet)

Now listen Bill - to be polite there are some things you must do right.

When you cough or when you sneeze cover your mouth and say, "Excuse me, please."

"Billy and the Manner Man" (Cont)

Dog:

And when you're tired and have to yawn.

Pat it with your hand until it's gone. (Teacher does act)

If you step on someone's toe or bump his knee, stop and say (bump teacher) "I'm sorry", or "Please excuse me".

If you want candy or a piece of cake (Teacher offer candy to dog)

Ask "Please" nicely - don't grab and take.

One thing you must be sure to do - when someone gives you something, say "Thank you".

Take small bites and sit up big (dog sits up) No crumbs on the floor; don't be a pig.

Dog: No pushing or shoving anymore. Hats off inside. Don't slam the door.

Do these and you'll hear people say, "Wasn't Billy a nice, polite, boy today?"

Teacher:

Oh, thank you Manner Man. We will, we will. Remember and please come back soon! (Dog leaves)

Boys & Girls try to do all the nice things Mr. Manner Man told us. Goodby - and I'll see you soon.

ACTIVITY IV

SPEECH DEVELOPMENT

Funded through

Title I

of the

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Conducted by the

MISSOURI SCHOOLS FOR THE RETARDED

THE EFFECTS AND JUSTIFICATION OF AN INTENSIVE ORAL COMMUNICATION PROGRAM INVOLVING TRAINABLE MENTALLY RETARDED CHILDREN ENROLLED IN THE MISSOURI SCHOOLS FOR THE RETARDED

by

Jess A. LaPuma

Submitted As
A Special Project
For The
Missouri Schools for the Retarded

Funded By
P.L. 89-10, Title I, Of The
Elementary And Secondary Education Act of 1965

STATEMENT AND CLARIFICATION OF THE PROBLEM

During the past decade, a considerable mass of research studies have been conducted in the areas of mental retardation and speech pathology. Despite these efforts, very few abstracts of research on oral communication problems associated with mental retardation have appeared; especially dealing with oral communication problems of the trainable mentally retarded.

In the few studies that are available, innumerable suggestions for speech programs dealing with the mentally retarded have appeared in the literature, but there is a dearth of studies reporting the effectiveness of speech and language programs for the mentally retarded.

It is withour a doubt that much more rigorous research to determine the effectiveness of present day speech and language programs dealing with mentally retarded is urgently needed. It is the purpose of this study to delve into this problem and determine the effects and justification of an intensive oral communication program for the trainable mentally retarded.

STATEMENT OF THE HYPOTHESIS

While the trainable mentally retarded are usually multiple handicapped individuals with an intelligence quotient ranging between twenty-five and fifty; it should be noted that some of their greatest impairments are that of speech and language development. It is estimated that the incidence of speech problems found amoung the mentally retarded, in general, throughout the United States is 67% as compared to the estimated 10% found in the "normal child".

In Missouri Schools for the Retarded, it is estimated that 98% of the children enrolled, who are diagnosed as trainable mentally retarded have a speech impairment of some kind; 1% have very good speech and 1% have no speech at all. (Missouri State Department of Education)

The "normal" pupils in the regular public school classrooms are usually afforded the services of a speech therapist. The therapist is able to work with the pupils in small group sessions or on a one to one relationship. Such services are not available for the trainable retarded enrolled in the Missouri Schools for the Retarded; as is true with similar programs for the trainable child.

Some authorities working in the area of speech pathology have indicated that work in this area with the trainable retarded might be a "waste of time". Wendell Johnson and others make the following statement:

> "Of course it is possible to improve the speech of a feeble minded child by intensive training, and it is also possible to improve his intelligence test scores somewhat. Only infrequently, however, are these changes indicative of real improvement in the child's ability to make his own way. When a child whose speech is retarded is found to be mentally deficient, the question always arises as to whether he should be given speech therapy. If the mental deficiency is extreme one can scarcely consider seriously giving speech therapy. (Johnson 1956:309)

Authors making statements such as indicated above have none or little supportive research to back them up. It also might be added that if only some progress is made which would enhanse the advancement of one of these children in his society, the tax paying parents and family members of the child involved would not feel that such an undertaking is a "waste of time".

It should be noted that the few studies which have been conducted with the trainable mentally retarded have been on short term basis in relation to the length of time needed in working with this type child. The population used in most of the studies have been with institutionalized children living in their narrow environments. (Gens 1951) (Schlanger 1957) Another important factor which should be considered is the technique used by the therapist when working with this type child. This question might be asked, "Were the techniques used only water down approaches that are used with speech defects of the normal population; or were they designed for use with the mentally retarded?

If one considers that well over half of the retarded population has speech problems; is it not logical to assume that emphasis on improvement in this area of development is an essential task which must be undertaken by the schools serving these children?

The trainable retarded is very limited in his ability to read or write effectively. For the most part, a trainable child will not use these methods of communications with much degree of comprehension. Therefore, emphasis in aiding in the development of the best speech possible should be a paramount task of the schools. Oral communications is one of the retardates greatest human resources for adjustment in our society.

RELATED LITERATURE

Schlanger conducted a study in order to analyze speech defects amoung the institutionalized mentally retarded. (Schlanger 1957) Frequent speech examinations over a period of several years were given to 516 mentally retarded residents of Vineland Training School. Seventy-nine percent of the population demonstrated varying degrees of speech defectiveness in one or more speech areas. The study involved institutionalized children rather than children attending day schools.

Schlanger surveyed the environmental influences on the verbal output of mentally retarded children. (Schlanger 1954) He matched two groups of mentally retarded children on the basis of sex, chronological age, mental age, intelligence quotient, and consonent articulation proficiency. One group was from an institutional environment. The other group lived at home with parents and attended day school. The group residing at home and attending special day school classes was found to have a significantly greater verbal output as indicated by a measuring system. Loss of speech motivation, complete association with peers, and over stimulation from such continual contact, and severance of family ties are suggested as causes for lower language output of the institutionalized children.

Speech pathologist George Gens found that mentally deficient children presented the same type of speech disorders that he found in children of "normal" intelligence but in greater frequency. Dr. Gens stated:

> "We have not as yet found any type of pattern of speech that may be pathognomonic of mental deficiency....We did not find a direct relationship between speech proficiency and mental age." (Gens 1951:20)

Strazzula studied 40 mongoloid children. (Strazzula 1953) An analysis was made of the onset of use of words; phrases and sentences by months. Speech and language growth of 17 mongoloid children receiving therapy was compared with that of 15 mongoloid children not receiving therapy. Strazzula feels that from the positive results of therapy in this limited number of cases, many of these children deserve the opportunity of demonstrating whether or not they can benefit from a speech and language program.

In a series of studies, J.E. Lyle found that trainable children (I.Q. 20-50) who lived in an institution were significantly retarded in verbal ability compared with those who lived with their families and attended a day school. (Lyle)

Cyprcasen and others (Cyprcasen) state that questions are raised at times to whether or not the speech therapist should spend time with children in the trainable group. They state that it is possible that such practice has been criticized because of the shortage of qualified speech therapists. They also state that it may be more important to help children with normal intelligence who have speech defects. Johnson and others also had this same view. (Johnson)

Of the references located, it was found that those related to the problem on hand, indicated the need for an intensive program in aiding the trainable mentally retarded in the area of speech and language development. McCarthy emphasises the importance of an oral language program for the retarded in his study. (McCarthy) Gens states that if there is any branch of speech pathology which needs more trained personnel and research, it is the field which specializes in working with the retarded. (Gens 1950) Goertzen reports that these children should be regarded as individuals with their own possible assets. (Goertzen) Strazzula points out the need for an effective intensive program for the trainable child; and that the aim is not to attain perfect speech, but to assist them in developing usable everyday language to the maximum of their ability. (Strazzula 1952)

In reviewing the literature the following conclusions can be drawn:

1. None of the reported research delt with the problem of an intensive oral communication program for a large number of day school trainable retardates, and the effect and justification of such a program.
2. There has been little research on methods and techniques which would be of value in the development of a language and therapeutic speech program for the trainble retarded.

DESIGN OF THE STUDY

An intensive oral communication program was conducted in five Missouri day schools for the retarded. This was a twenty week study. The total enrollment of the five schools which participated in the study is about 500 children. The schools which took part in the study are located in the following areas: State School No. 1, Springfield; State School No. 9, North Kansas City; State School No. 11, Cape Girardeau; State School No. 12, Kansas City; and State School No. 13, St. Louis.

The project was financed by Federal funds from Title I, of the Elementary and Secondary Education Act of 1965.

A speech specialist was employed in each of the schools listed above. The following steps were then taken:

1. Administer an articulation test on consonant sounds which could be scored.
2. From the articulation test, classifying the various speech problems and choosing a sample population.
3. The recording of vocal responses on the tape recorder.
4. Administer a hearing test using the audiometer.
5. Plan a work study and therapy program for each case.
6. Keep a daily journal on each child.
7. Administer a post articulation test. (same as the pre test)
8. Report data in a formal report.
9. Summarize the program and present recommendations for future studies.

RESULTS OF THE STUDY

One hundred and five pupils participated in the intensive oral communication project. The population of the study consisted of both male and female subjects of integrated groups ranging in ages from 6 to 15. All of the pupils involved in the study were multiple handicapped. A majority of the pupils were classified as developmental mentally retarded. The remainder of the subjects included children classified as mongoloids, hydrocephalus, and cerebral palsy types.

An articulation test involving seventy-seven major consonant speech sounds of the English language was administered to each of the subjects. The test was arranged so that a numerical score could be derived. After approximately twenty weeks of intensive therapy, each pupil was re-evaluated and a post-test score was obtained. A difference in the score from the first test to the final test was recorded. The following are the results of the testing process: The average number of points derived from the raw score of the pre-test, by all participating schools, was 39.30. The average number of points realized on the post-test by all schools involved was 52.33. The average gain in points from the pre-test to the post-test for all schools involved was 12.28 points. The significance of this gain cannot be deterimined until the intensive program can be carried out for a longer period of tiem. The fact that there was a gain indicates that the trainable retardate can progress in such a program of intensive effort. The significant fact which should be brought out is that in each of the individual school studies, each child showed progress. The teachers, parents, and pupils involved have indicated the success of such a program. (See attached graph for growth comparisons.)

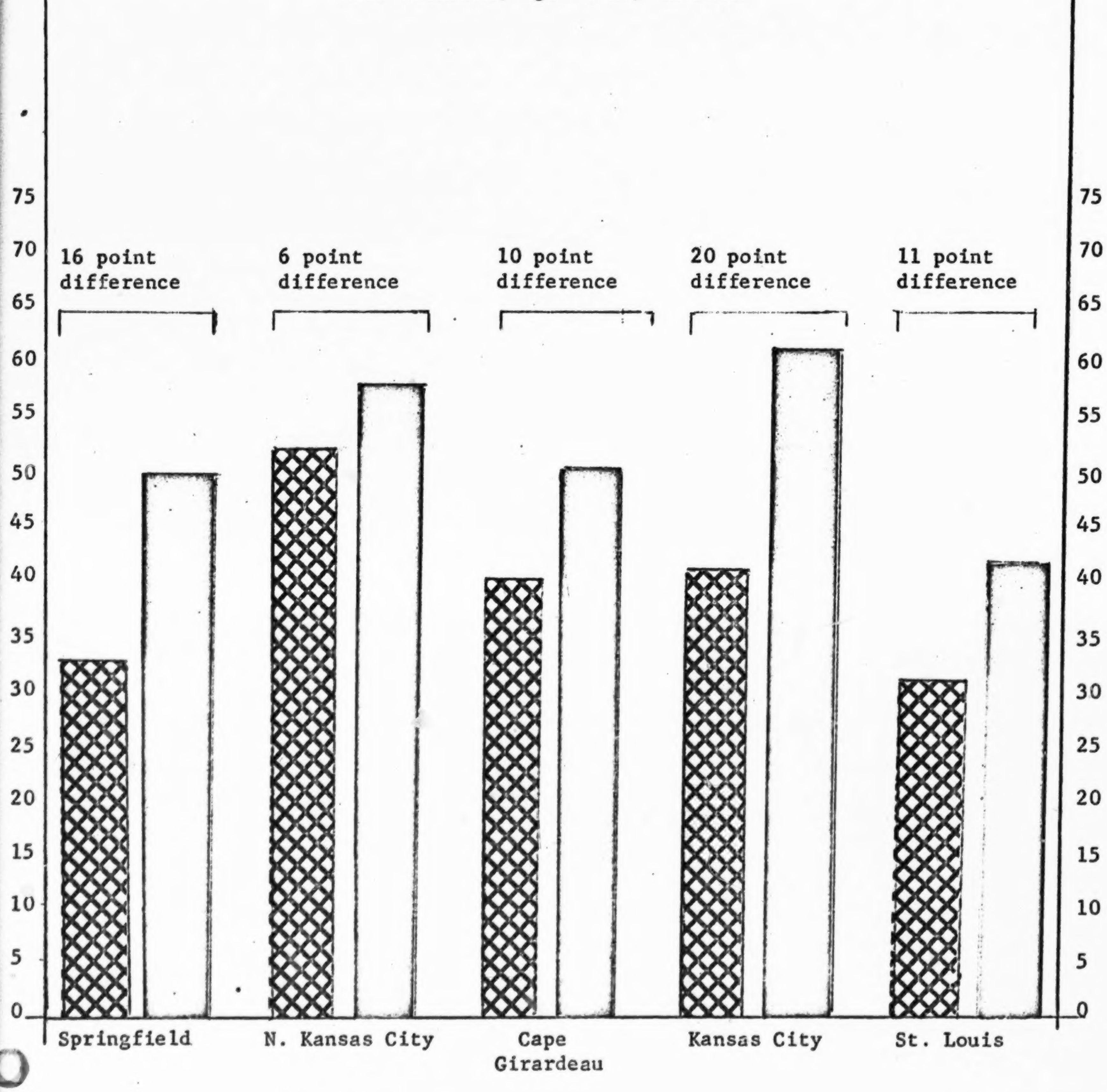
SUMMARY AND RECOMMENDATIONS

It is the consensus of opinion of the individuals who worked on the intensive oral communication project that the study was of too short a duration. Much more time is needed to allow the researchers to come up with more significant gains. It is felt that the hypothesis related at the beginning of this paper has been substantiated to some extent; that the trainable retarded child can profit from an intensive oral communication program.

It is recommended that as a future project a control group of pupils be selected from the schools in the state not having an intensive speech program. This type of study will allow the researcher the opportunity to use appropriate statistical analysis in determining the results of the study.

It is recommended that additional testing be employed in the study, making use of various standardized tests which might be available. It is felt that the purpose of the study has been achieved. The study indicates that trainable retarded children do progress from intensive oral communication programs. In view of these positive results it is recommended that the project be extended into the following year.

COMPARISON OF ALL SCHOOLS INVOLVED
AS TO AVERAGE RAW SCORE GROWTH IN
SPEECH ARTICULATION FROM THE
PRE-TEST TO THE POST-TEST
From January, 1967, to May 1967
105 Children, Ages 6-15, Involved



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P.L. 89-10, TITLE I

SPEECH PROJECT

MISSOURI SCHOOLS FOR THE RETARDED

NO. 1

Submitted By

Mrs. Joyce C. Beach

TESTING AND METHOD OF SELECTION

A standard articulation test was used to evaluate 93 of the 96 children enrolled in the State Training Center #1 in Springfield, Missouri. This testing began in mid-January 1967. Two children were absent during the testing period and one new child was enrolled following the evaluations. The 93 tests were reviewed and 29 children were selected as possible candidates for the pilot study in speech. These 29 children were called in for conversation with the speech specialist. From these conversations, the specialist was able to observe the pupils' use of sounds, not only in initial, medial and final positions in words, but also in isolation and in short phrases and sentences. Twenty-one children were finally selected to participate in daily speech corrective sessions. The remaining eight children were placed in a separate file to be used as alternates in the event of frequent absences or to take the place of another child should some error in grouping present itself to the specialist.

GROUPING

Two and three childrn were scheduled for each half-hour from 9:30 to 11:00 in the morning and from 12:00 to 2:00 in the afternoon. The half-hour from 2:00 to 2:30 was used for individual sessions and reporting. The bases for grouping were similar articulatory problems, apparently normal hearing ability and similar receptive and expressive language ability. The exception to this classification was that in each of four groups, a helper was included. The helper has speech that is more intelligible than the others in the group.

MATERIALS

Almost all of the materials which were pruchased for use in this program were new to the children and allowed for great diversity in clinical procedure. Included were:

1. Three Mattel Talking Dolls
2. Four Mattel See 'N Say Toys
3. Several Picture Dictionaries
4. Hand Puppets
5. Simple Object Puzzles
6. Numerous books containing large pictutes, simple stories and rhymes
7. Easy Sticker Picture Pushouts
8. Records
9. Large Consonant and Vowel Poster Cards
10. Walkie Talkie
11. Folders and Paper for Notebooks
12. A Flannel, Chalk Board
13. Gummed Object Seals for Reinforcement Use

Also used:

1. A tape recorder
2. The Bell and Howell Language Master
3. The Peabody Language Development Kit

PURPOSE OF THE STUDY

It was hoped that this study would show improved articulatory and language ability in retarded children when they were placed in small groups in an intensive speech corrective program.

GROUP REPORTS

Daily work began with the groups in February 1967. Prominant attention was given to improving articulatory skills. The articulation test used to evaluate the children at the beginning of the program had a possible score of 77. At no time during the study was any part of the test used as a teaching medium.

GROUP I 9:30 to 10:00

Skip-----Age 14
John-----Age 15
Randy----Age 11

Skip is physically a large, obese child. His movements are sluggish and awkward. As an only child from an above average environment, he is always clean, neat and well-dressed. Skip's behavior is pretty constant. Although very lazy, he is almost always happy, cooperative and enjoys teasing and being teased. Since Skip is from an enviromnet rich in language, his receptive language ability is fairly good and his expressive vocabulary is adequate for simple controlled conversation. Skip's articulation, however, is very poor and he is often difficult to understand.

On the articulation test give at the beginning of the project, Skip was able to use only 27 speech sounds correctly out of a possible 77.

John is a well built, handsome, freckle faced boy. He generally appears scrubbed and well cared for. John has a pleasant, even personality and is easily directed. John's general appearance belies his serious retardation. Close observation, however, reveals insecurity in all motor activities. He is under medical management for seizures.

John'seems to understan most of what is said to him and he loves to talk. When describing an event, John's speech is almost completely unintelligible.

On the articulation test given at the beginning of the project, John was able to use only 29 speech sounds correctly.

Randy is a somewhat short, slightly pudgy, but not unattractive boy. He wears glasses for defective vision. Randy is from a poor environment and is, on Mondays, about as scrubbed as he will be for the rest of the week. He is a very friendly child and is always eager to please those working with him. He has a fairly good vocabulary and his speech is frequently intelligible. He is least intelligible when excited and his speech is characterized by stuttering behavior.

Since Randy was less limited in speech than either Skip or John, he was selected to join this group as a helper. On the initial test he scored 56 out of a possible 77.

Daily work began with these boys in February 1967 and continued through May 1967. Shortly after their arrival at school each day, the three boys were sent to the new speech room. There was never a morning that these three did not arrive cheerful and animated. The agreeable personalities of Skip, John and Randy allowed the specialist to work with them in a well structured situation.

The first week was spent familiarizing the boys with the speech materials. They were introduced to the following:

1. Books containing pictures and simple stories
2. The tape recorder
3. The talking toys
4. Large, colorful vocabulary pictures of familiar objects
5. Simple action verses and poems with sound effects
6. Tongue exercises utilizing the mirror and tongue depressors

By the end of the first week all three seemed to understand that they were coming to the speech room to learn to talk better. Special emphasis was now made on improving articulatory skills. Work began on the initial sound of _l_ and in _l_ight. The first few minutes of each session were spent trying simple sound play in front of the mirror using such combinations as "Lah, lah, lah", "low, low, low", and "lee, lee, lee". Next the boys were introduced to a series of _l_ words in a picture dictionary. The specialist then recorded these words and the children were asked to repeat them. John, almost immediately, began repeating the words correctly. Randy lagged behind for about a week and Skip was never able to use a completely acceptable _l_ sound. Other sounds were introduced in much the same way.

This work was supplemented with repetitive language material. Some time was also set aside during each session for conversation about home and school events. Television was a favorite topic, expecially such shows as "Batman" and "Mr. Terrific". Each morning John seemed pleased with the attention he received when he would pretend to take his Mr. Terrific power pill.

The achievements of this group in both vocabulary growth and articulatory ability were rewarding. Their articulation was re-evaluated at the end of May. Randy, with a new score of 67 out of 77, was usung 11 new sounds correctly. John was able to imitate

21 additional sounds in words, for a score of 50 out of 77. Even Skip, who was the most inactive of the group, learned 15 sounds and scored 42 out of 77.

GROUP II 10:00 to 10:30

Mike-----Age 7
Joe------Age 7
Leon-----Age 8 (Alternate)

Seven year old Mike is a small, wiry mongoloid. He is extremely playful and loves to tease. His behavior is often unpredicatable and his attention span is very short. He is sometimes passive, sometimes active. He may be making faces in the mirror one minute and falling out of his chair the next. At other times he will seem completely oblivious to his surroundings. When Mike was first tested, he appeared severely delayed in language development, and he was able to use only 19 consonant sounds correctly in words.

Joe, age seven, is a product of an extremely low socioeconomic background. Even with his disheveled hair, grimy hands and soiled clothing, he is an appealing child. His performance in all activities suggests generalized retardation. When Joe was given the initial test, he had to practically be enticed into repeating words. His articulatory development proved severely delayed. He used only 12 consonant sounds correctly. He was unable to identify very common objects, frequently misnamed and almost always whispered.

Leon, age eight, was selected as an alternate and participated in the program when either Joe or Mike was absent. Leon is a nonverbal child. He seems to respond appropriately to directions, comprehends words and uses a pretty well developed gesture language. Observation and work with Leon suggest "brain injury" rather than generalized retardation. Leon has almost complete lack of control of the speech mechanism. Saliva overflow is so great that Leon must wear a bib at all times. Although Leon did not use any speech during the sessions he attended, he always tried to take an active part in the work and would even attempt to repeat words.

Since both Mike and Joe are seriously delayed in language and articulatory development, work was directed toward increasing vocabulary first, with improved articulation as a secondary objective. Numerous materials were presented to encourage the use of words. Some of these were: (1) The talking toys; (2) puppets; (3) The Bell and Howell Language Master; (4) Large colorful pictures of articles of clothing, household objects and foods; (5) Books; (6) Object puzzles; and (7) pictures to color.

Activities were varied because of Mike and Joe's inability to attend to any one task for very long. Anything that resulted in naming was encouraged. The boys expecially enjoyed a special box containing such things as: a dog, a train, a duck, a mailbox, a car, a pig, a key, a horse, a drum, etc. Joe was able to name only a few of these items when the program started, but had little difficulty naming the objects by the end of school.

All materials were presented over and over again. The specialist tried to be consistent from day to day in the manner in which she talked about certain objects, pictures and toys. The children were often reminded to "Listen.", "look at my mouth.", "Watch my tongue.", and "Say ....".

By the end of May, both Joe and Mike showed decided increase in the use of language. Joe was more animated and more audible. Mike was more attentive and was a better participant. Most astounding of all was the fact that Mike was able to use 16 new consonant sounds and Joe had learned to use 17 additional consonants.

GROUP III 10:30 to 11:00

Russ---Age 14
Kevin--Age 13
Ricky--Age 14

Russ T. is a mongoloid, slight of build, spotless and unusually industrious. Russ is very unlike the average mongoloid child. He has a good vocabulary, reads quite well and in general surpasses most children of this type in academic activity. He always seems anxious to work and does not like to be interrupted.

Initial testing revealed numerous articulatory errors. Russ scored 39 out of 77 on the first evaluation.

Kevin is a very pleasant, gentle child from a comfortable home. Kevin's disability is the result of brain injury. A neurologic evaluation in March of this year revealed central nervous system damage accounting for Kevin's poor motor performance and language impairment.

Articulation testing disclosed many problems with speech sounds. Kevin was able to use only 22 sounds correctly out of 77.

Ricky is a well groomed boy. He is very cheerful and is always cooperative. Ricky likes to talk and is most anxious to have people understand what he says. He will often repeat something many times before becoming frustrated enough to say, "Oh, forget it.". Ricky is not lacking in his ability to speak, but his speech performance is inconsistent. He often simply echos what is said to him. If he is asked a question, he will repeat the question and never really answer it. His ability to imitate sounds and repeat words correctly is excellent, but his memory span for sounds is poor. He does, however, have a phenomenal memory for single words. He could be given a word at the end of the meeting and would come in the morning and tell the specialist what it was. Ricky's language behavior suggests central nervous system damage. His score on the first evaluation was 45 out of 77.

These three boys were delightful to work with. They readily took part in anything presented to them. They shared, took turns, helped and praised one another. Only one major problem presented itself during the first meetings. It had been assumed that Russ would be very easily motivated to improve his speech. Unfortunately, the specialist soon discovered that Russ became irritated and would withdraw when corrected. The specialist respected Russ's feelings. He was apparently afraid of failure. By careful manipulation and mild teasing, an exciting thing happened on the 29th of March after almost two months work. Russ took correction on several words and he was successful. After this, it seemed perfectly natural to ask Russ to repeat or try again and he never refused.

Speech improvement procedures with Ricky, Russ and Kevin were very direct. They enjoyed repetitive work with books and pictures and were able to work for long periods of time on phonetic groups. They were expecially fascinated by the Bell and Howell Language Master and never seemed to tire of working with it.

Significant progress was made by each of these boys. When re-evaluated, Russ had made a gain of 21 consonant sounds, a new score of 60 out of 77. Kevin used 25 more sounds correctly, raising his score to 47 out of 77 and Ricky added 20 sounds achieving 65 out of 77.

GROUP IV

Clint---Age 9
Cathy---Age 9
Gary----Age 11
Terry---Age 11 (part-time helper)

Clint, age nine, is a small, blond, impetuous child. He is extremely hyperactive, cannot sit still for very long and constantly has his fingers in his mouth. He has a fairly good vocabulary and can identify many familiar objects. He is easily over-stimulated and this is reflected in his play, conversation and laughter. When he is over-stimulated, his vocalizations are high-pitched and piercing. Although Clint does not have good articulation, his speech is frequently understandable.

On the initial articulation test, Clint substituted and omitted many sounds. His first score was 29 out of 77 possible.

Cathy, age nine is a pesky mongoloid. She is very difficult to direct, often refuses to participate in games and frequently pouts.

The z sound at the beginning of words:

zoo
zebra
zipper
zero

The st blend at the end of words:

nest
rest
past
list

Terry should practice these words in order to stabilize these new skills.

Joyce Beach
Speech Specialist

SUMMARY AND RECOMMENDATIONS

Although the duration of time for this study was short, there has been enough evidence compiled to support the theory that some trainable retarded children can profit from intensive sessions in speech correction. The results of the four months work are worthy of consideration: (1) All of the children participating in the program improved articulatory proficiency, (2) All increased in language ability, and (3) Helpers were successfully employed in some of the groups.

Stabilizing new sounds for consistent use is the most important part of speech correction. It is seldom accomplished in a short time. It is recommended that this type of program be enlarged and continued. A larger number of children could be served effectively over a longer period of time.

Additional testing should be devised to observe receptive language skills. Such things as ability to point to named objects and pictures and follow simple directions could be tested. Futher testing would also include obtaining a better profile of the child's expressive language, by using objects or pictures for mailing.

The v sound at the beginning and in the middle of words:

voice
vase
visit

never
over
movie
television

Can sometimes use the voiceless th at the beginning of words:

thumb think thing three Thursday thank

Joe should practice these words in order to stabilize thse new skills.

Joyce Beach
Speech Specialist

TERRY----Age 10

Terry was one of the children selected to participate in the Title I, PL 89-10 speech project. This program began in February 1967 and continued through May 1967. Since Terry exhibited few articulatory errors in his speech, he was included in the program on a part-time basis as a group helper.

During this time Terry learned to us some new sounds correctly in words. The following are examples of some of some of the sounds Terry can use in familiar words.

the sound of f at the beginning of words:

fish
four
fork
fat
face
fine
feet

The sound of v at the end of words:

stove
love
have
move
live
give

The voiceless th at the beginning of words:

thumb
thing
think
thank

JOE----Age 7

Joe was one of the children selected to participate in the Title I, PL 89-10 Speech Project. This program began in February 1967.

During this time Joe added many new words to his vocabulary, began to talk more and learned to use some new sounds correctly in words. The following are examples of some of the sounds Joe can use in familiar words.

The m sound in the middle and at the end of words:

hammer
summer
Tommy
drummer
swimming

broom
him
lamb
comb
cream
home

The p sound at the end of words:

up cup stop hop mop cap nap

The w sound at the beginning of words:

way window one warm week wind

The b sound at the beginning and at the end of words:

boat
boy
bite
baby
ball

Bob
bib
tub
robe
web

The k sound at the end of words:

walk book look bike make coke

the g sound at the beginning of words:

go girl gum gate good give

The f sound at the beginning, in the middle and at the end of words:

fish
fun
foot
fine

telephone
coffee
muffin
office

knife
Jeff
cough
laugh

The d sound in the middle of words:

saddle ladder paddle middle today daddy

The ch sound at the beginning of words:

church chop chair chip chew cheese

GROUP VII 1:30 to 2:00

Jeff----Age 7
Paul----Age 7

Jeff, age seven, is a small, black haired mongoloid. He is an engaging child with an impish personality. Unlike most retarded children, he is full of surprises. He frequently gives the impression of being very self-confident. He wants to be actively involved in something at all times and his actions are not bizarre, but are often meaningful and well directed. He has a vocabulary adequate for simple conversation and his articulation is not severely delayed. He used 42 consonant sounds correctly on the first evalustion.

Paul, age seven, is a slender, dark haired, rather attractive boy. He gives the impression that he will one day be quite tall. When we first met, Paul seemed distant and a little fearful.. He did not talk much. His ability to name objects was very poor and he exhibited severe articulatory difficulties. He scored very low on the evaluation, using only 21 sounds correctly.

After several meetings, Paul began to relax and within a short time these two boys were pretty uninhibited. They loved coming to the speech sessions. The homeroom teacher reported that Jeff would frequently go up to the new schudule posted on the wall and ask if it were time to go to "See Beach".

Although these children were often asked to repeat words and identify pictures, most work on articulatory skills was conducted in an indirect manner. Almost all of the visual aids available were used at one time or another. Jeff was surprisingly imaginative in his play with toys and books and Paul loved to mimic him. They expecially enjoyed pretending to do such things as: taking a trip to the zoo, shopping, going on a picnic, preparing and eating a meal, flying in an airplane, or visiting the doctor. Jeff would embellish these activities in order to prolong them. If he were going on a trip, he would pack his suitcase with many extras, brush his teeth longer and more vigorously than necessary, take a long bus ride to the airport and then help fly the plane. One day, while pretending to be a doctor, he was trying to give a very reluctant, struggling Paul, a shot. Suddenly he looked up at me in a very stern manner and in a deep voice ordered, "Hold him, Beach."

When Jeff and Paul were re-evaluated, Jeff used an additional 21 consonant sounds correctly and Paul had learned to use 8 new sounds.

The following pages are example of the
kind of reports sent home with the
children at the end of the shcool year.

long periods of time on words containing special sounds. It was not difficult to transfer special words to meaningful situations. All play was structured to include drill words. Special work emphasized production of the lip closure sounds, p, b, and m, and the velar plosives, k and g.

The children loved building a sound-picture workbook. (See example of Roger's work.) They also enjoyed listening to stories, using the tape recorder and learning short rhymes. One of their favorite poems was included in the workbooks and repeated daily.

It was:

My face is round,
With two eyes to see,
A nose to smell
A mouth to smile
At you and me!
Lois Lenski

Although Roger and Sharon never could use all of the words, especially those that did not have a very precise meaning, such as; and, is, and a, they were able to memorize the sequence and were very proud of this accomplishment.

The result of being able to work so directly with this group was that each participating child made outstanding improvement in articulator competence. The final articulatory analysis revealed:

Roger-----21 Improved sounds
Sharon----22 improved sounds
Faye------8 improved sounds
Carolyn---11 improved sounds
Trena-----13 improved sounds

During the first couple of months, Geneva encouraged Junior and was a genuine help to him. The longer Geneva worked, however, the more motherly and domineering she became. Finally, the specialist had to drop Geneva part of the time in order to give Junior more freedom. At this time, the specialist was able to occasionally place Junior with Group VII in the late afternoon. Junior's level of development was better matched to that of the younger children, and he was always more animated when with them.

Junior is maturing very slowly. As a result of the daily half-hour sessions, he shows more sound awareness and tries to imitate more of what he hears. When he was re-tested, he used 7 new consonant sounds correctly.

Geneva's re-evaluation showed a gain of 6 consonant sounds.

GROUP VI   1:00 to 1:30

Roger-----Age 9
Sharon----Age 8
Faye------Age 13 (Alternate Helper)
Carolyn---Age 10 (Alternate helper)
Trena-----Age 10 (Alternate helper)

Roger, age nine, is a robust, red headed mongoloid. He always seems full of energy and enthusiasm. Roger is from a good home and has never been excluded from family activities. He has a limited, but useful vocabulary. Articulation testing revealed numerous substitutions and omissions of consonant sounds. Roger initially used 19 consonant sounds correctly.

Sharon, age eight, is an overweight, slovenly child from a poor environment. She always seems starved for attention and as a result will work very diligently to complete a task in order to receive praise. Her vocabulary is minimal and her articulation is very poor. On the first evaluation, Sharon could repeat and use only 14 consonant sounds.

Faye, age thirteen, was selected to participate in this program as an alternate helper. She scored relatively high on the first evaluation using 45 consonant sounds correctly.

Carolyn, age ten, was also selected as an alternate helper, because of her high test score. She could use 50 consonants correctly on the first articuation test.

Trena, age ten, occasionally joined this group as a helper. She scored 45 out of 77 on the first test.

This was an exceptional group. All of the children were highly compatible and very easily motivated to work directly on speech. They received drill without hesitation and could work for

Ordinarily, the seemingly inappropriate grouping of Gary, Clint and Cathy would have suggested an immediate change and had it not been for Gary's unexpected response to the group, a change would have been made. Gary, who usually mumbled and used speech only when highly motivated, became an active participant in speech activities. For some reason, Clint's loudness and hyperactiveness was an incentive to Gary. Gary spoke more audibly, tried to name objects first, began to use a few short phrases and wanted to be the leader. Gary's homeroom teacher reported that for the half hour following his speech session, Gary talked more and was more animated that he was for the entire day.

When the children were re-evaluated, the specialist was surprised to find that Gary was using 11 more consonant sounds. Cathy had 8 new sounds and Clint used 14 additional consonants correctly.

GROUP V 12:00 to 1:00

Junior----Age 9
Geneva----Age 8 (Helper)

Junior, age nine, is very small for his age. He has a wide face. His head is messhapen. He has been seriously delayed in all areas of development. The impression is one of generalized retardation. He is a very pleasant, happy child.

Junior's language problem appears to be both receptive and expressive in nature. He needs help in building a basic vocabulary and in learning to use sounds correctly in words. His articulation is very poor. Most words of two or more syllables are unintelligible. On the initial test he used 20 consonant sounds correctly.

Geneva, age eight, is a rather awkward, spindly child, with very straight brown hair and somewhat sharp features. Although she has and extreme overbite and uses her upper teeth and lower lip in the production of bilabial sounds, this does not interfer with adequate sound production. Her articulation is good. She uses language well and her conversation is almost always intelligible. Geneva scored high on her initial articulation test using 62 sounds correctly. She was selected to help Junior with his speech.

Numerous devices proved useful with these two children. Vocabulary pictures, books, object puzzles and toy objects were used repetitively to encourage language growth. The Bell and Howell Language Master, the sound toys and the tape recorder were effective in stimulating spontaneous use of words. Both Geneva and Junior enjoyed creating pictures using gummed pushouts, although here, Junior's visual perception was very poor. For teaching the correct phonetic placement of sounds in words, the children started a sound-picture notebooks. These notebooks were extremely valuable for daily articulatory work.

Her attention span is very poor. She has a limited vocabulary. Her speech is characterized by numberous articulatory errors. On her first articulation test, she could use only 20 consonant sounds correctly.

Gary is a dark haired, fairly thin mongoloid. He often seems shy and withdrawn. He has an apparently good vocabulary, but he does not talk often and when he does, his voice is low pitched and he mumbles. His articulation is very poor. On the first evaluation, he used 18 consonant sounds correctly.

Terry, age eleven in an undersized, lovable, even-tempered child. He converses easily and his speech is intelliglible. He scored high on the initial evaluation using 65 out of 77 sounds correctly. He was selected to participate in this group as a part-time helper.

This was the most difficult of all of the selected groups to work with. Direct work on articulatory skills was virtually impossible. Consequently, the specialist chose to establish a set pattern of activities with each activity of short duration. A series of vocabulary pictures were placed in phonetic groups and used for identification at the beginning of each session. Within limits, the children were next given a wider degree of choice by using the talking toys. These toys encouraged sharing, listening, and taking turns at conversation. Every few days the Bell and Howell Language Master was used. Gary really enjoyed this device and profited the most from it. Clint became so over-stimulated by the machine that by the time we finished with it, he would be practically screaming. Cathy vacillated. One day she liked the machine and the next day she didn't

The specialist found only one activity that generated equal enthusiasm in each of these children and that was the use of action rhymes. Such poems as:

I saw a little rabbit come
  Hop, hop, hop !
I saw his two long ears go
  Flop, flop, flop!
I saw his little nose go
  Twink, twink, twink!
I saw his little eyes go
  Wink, wink, wink!
I said, "Little rabbit,
  won't you stay?"
Then he looked at me,
  and hopped away.
Bernice Wells Carlson

And:

Pitter, patter goes the rain.
Splash, splash go my feet.
Crash! Goes the thunder!
I run down the street.
Bernice Wells Carlson

P. L. 89-10, TITLE I

SPEECH PROJECT

MISSOURI SCHOOLS FOR THE RETARDED
No. 9
North Kansas City, Missouri

Submitted
By
Miss Suzanne Purdy

SPECIAL SPEECH PROJECT

The special speech program was begun January 30, 1967, at Training Center Number Nine in North Kansas City, Missouri. The program was brough to a close May 31, 1967. During this period twenty-four children participated in the special speech sessions. The specialist kept daily accounts of each childs progress and weekly reports concerning program development, both of which were sent to the State Speech Consultant, Jess LaPuma.

The procedure followed in the speech sessions was one of stimulus - response - reward. The children adapted readily to this type of approach. The established goal was to correct and formulate new sound formation habits by correcting omissions, distortions, and substitutions of individual sounds. Articulation correction was stressed because it is the foundation for the sound development process.

The specialist was very impressed and encouraged by the pupils enthusiastic and progressive participation throughout the programs existence. It is plainly evidenced by the pre and post test differences that the children did benefit from having special speech attention. The specialist is certain that much more progress would have been noted had more time been available. A speech program constructed for a longer time period over an entire school year could prove to be an invaluable experience for the trainable mentally retarded child. In the experimental program just conducted we did not have the time to establish sound stabilization and carry-over, however, we were able to prove that these children did respond in a positive and progressive manner to the special speech attention. The specialist is thoroughly convinced that a speech program of this nature should be established for the trainable mentally retarded child. Verbal communication is vital for the maturation of a child mentally, physically, and emotionally.

Please consider the preceding report an emphatic recommendation for continuation of the special speech program. The specialist has enclosed an individual report on each child who participated in the special speech sessions for placement with the previous reports sent throughout the time period of the program.

Suzanne Purdy

Speech Specialist

Larry Allnut

Brain Damaged
Endomorphic Due to Underactive Thyroid
Functional Speech Disorder

Larry was a very good natured and cooperative pupil with an attention span longer than the average pupil in the program. He displayed continual effort and enthusiasm toward the special speech program. Larry adapted readily to the procedure introduced to him by the new program and he seemed to enjoy the activities presented. Often times, Larry enjoyed turning the tables on the specialist. He would initiate a sound and expect the specialist to respond, thereupon rewarding her with applause or a "very good". Larry also took pride in helping his fellow classmate, Karen Mynatt, who participated in the program with Larry. Many times, he would show her how to form a sound by verbal expression or physical manipulation of her jaws. Larry displayed infantile speech at times and also spoke very rapidly. He had good imitative ability, but weakened ability to discriminate correct and incorrect sounds produced by the specialist. He was overly cautious when approaching new sounds and very slow to normalize words containing new sounds. Larry, of course, needs much more time and drill to establish correct sound formation habits. He has the potential of much more positive correction and progress in language development. Larry's lack of retained sound stability could be improved greatly with more concentrated stimulation and extended special speech attention.

John Branham

Mongoloid
Functional Speech Disorder

John was a very cooperative and interested pupil. He had a quiet and reserved manner, however, responded without hesitation. John had a competitive spirit when participating in speech stimulation games with Sharon Conklin and Ann Walker.

They moved more rapidly than did John, however, this served as an added incentive for him to work harder. John had good discrimination ability of correct and incorrect sounds produced by the specialist. He would often respond with the correct sound without stimulation or imitation. Although John was an enthusiastic participator, he became easily discouraged and needed a variety of stimulation techniques before he would respond. With John's willingness and eagerness to work, I feel he would have made more progress if the time had been available. His corrections were quite stable by the end of the special speech sessions.

Patty Carey

Mongoloid
Functional Speech Disorder

Patty showed the greatest positive advancement in post and pre testing. The corrected sounds were well established upon review at each session with occassional lapses. She was a very perceptive child with very good ability to discriminate the incorrect from the correct sounds initiated by the specialist. She lacked discrimination ability of self-initiated sounds (correct - incorrect). Patty became easily discouraged after several unsuccessful tries and often became moody and nonresponsive in order to gain attention. She participated in therapy with David Cochran and would often offer him a correct stimulus to assist the specialist. She enjoyed the speech program to the point that many times she had to be literally lifted from her chair to return to her classroom at the close of a session. Patty was a very cooperative and responsive pupil the most of the time.

David Cochran

Brain Damaged
Irregular Teeth palate arrangement
Limited Functional Speech Disorder

David was one of the most enthusiastic participants of the program. He was hyper-active and lacked ability to concentrate for any definite length of time, but was highly cooperative and responsive. David demonstrated carry-over several times when seeing the specialist in the hallway or classroom by responding with his respective sound without a stimulus. He would often call the specialist Miss hhhhh or Miss th th th. David became overly anxious and excited when receiving any type of an award and thoroughly enjoyed each session. His eagerness to participate in the sessions was demonstrated by his getting up in the classroom and running to the door when he saw the specialist come into the room. David participated in the speech sessions with Patty Carey. He adapted nicely to the program and would often respond to Patty's stimulation and imitation. David, of course, could have improved so much more if more time had been available.

Sharon Conklin

Mongoloid
Functional Speech Disorder

Sharon was a very cooperative pupil, however she lacked motivation. Her speech was very monotonous due to lazy articulation. She seemed to enjoy the speech stimulation games and demonstrated a definite competitive spirit. She did not become easily discouraged and adapted readily to the stimulus - response - reward method. She would often respond without stimulation and would often offer assistance to her speech classmated in forming their sounds. Sharon was capable of more progress, but due to her lack of motivation she moved along rather slowly. Sharon's classroom teacher reported that Sharon would often pretend to be the speech specialist and assist her classmated in making sounds.

John Coyle

Brain Damaged
Functional Speech Disorder

John was a strong beginner, but showed considerable regression in the speech sessions as well as in his classroom, as time advanced. John was often very difficult to reach and was very easily distracted. He adapted to the procedure of stimulus - response - reward and would often remind Kari Markes and Susan Meier, who participated in therapy with him, that they were to say their sounds before they would receive an award. John's inability to discriminate and imitate were, of course, his biggest obstacles. It was very difficult for him to concentrate and drill on a specific sound, therefore, presenting stabilization difficulties. John was very cooperative and enjoyed the speech activities. It would be very valuable to John to have an individual, one to one, relationship with a speech specialist because of his need for special attention and stimulation.

Charles Fields

Mongoloid
Limited Functional Speech Disorder
Irregular teeth and palatal formation

Charles adapted readily to the special speech method of procedure. At times, he was a dicipline problem, but if he were ignored he would quickly straighten up. When Charles first began the program, he depended on sign language and pantomine to communicate many of his thoughts. As the program progressed, he slowly lost his dependency upon non-verbal communication and began voicing his desire verbally. He considered himself quite a comedian and enjoyed playing jokes on the specialist, as well as turning the tables on her. For example, during one session Charles was allowed to place blocks of a variety of shapes into a box containing holes to accomodate each block. When Charles responded correctly, he was given a block to place into the box. After using all the blocks, he would take them out and begin over again. However, instead of returning the blocks to the specialist, he would hold a block up and say to the specialist, "Miss Purdy go tttt". Miss Purdy (the specialist) responded with bbbb, but charles would not accept bbbb for tttt and Charles said, "No, no, go tttt". Mis Purdy responded with "ttttt" and Charles said, "Good, good", then dropped the block into the box. He was able to discriminate the incorrect from the correct. Charles had difficulty with stabilization, but after review and constant repetition, he would give relatively stable responses. Charles needs much more individual therapy and has the potential of developing intelligible speech.

David Gautney

Brain Damaged
Irregular Teeth Formation
Limited Functional Speech Disorder (Cleft Palate Speech)

David adapted readily to the speech program and was very eager to participate in all the speech stimulation games. David was very hyper-active, however, seemed able to control it relatively well. He always gave the specialist his undivided attention when trying to make a particular sound. He especially enjoyed drilling in the mirror. He lacked discrimination ability, but had good imitative ability. His classroom teacher reported that he often would return to the room and felt it necessary to approach all his fellow classmates with the particular sound he was working on. He demonstrated carry-over several times in the hallway and places other than the speech room. Because of David's hyperactiveness and age, he progressed slowly, but with more speech stimulation and individual attention he would show much more improvement. He was just becoming adjusted to the methods and procedures and effectively responding when the sessions had come to a close.

Debbie Green

Brain Damaged
Functional Speech Disorder

Debbie was a very spastic and verbose pupil. She verbalized almost constantly and was very difficult to reach with any stimulus. She was a very poor imitator with extremely poor concentration ability. Many times, Debbie and the specialist would sit before the mirror in order to visualize a sound formation, at which time Debbie would begin to sind and/or play the role of an imaginary character. Debbie showed good improvement for her condition, however her stabilization was very poor. She needs much more individual attention and concentrated therapy. Debbie did not interpret the method of stimulus - reward - response clearly and never seemed to understand the purpose of the program concerning the fact that we were trying to make sounds. She just wanted to talk. However, we did make some marked progress.

Lester Gust

Brain Damaged
Functional Speech Disorder

Lester, as noted on the speech evaluation sheet, regressed on the post test results. Lester was cooperative, however very seldom did he respond with any indication of understanding. Lester drooled constantly and sucked his fingers. It was a very time consuming task to keep his fingers out of his mouth long enough to work on a particular sound correction problem. He was a very quiet and reserved boy. He lacked volume and intelligible speech. He made his desires known by pointing or motioning. Lester would attempt a sound, however, he had no retention ability nor stabilization ability. Approximately April 1, 1967, Lester was excluded from the special speech program. He made no noteable progress and seemed to lack the potential of improving in the short amount of time available in the program. I feel with concentrated effort and much more individual attention, Lester could show improvement, however, this speech program was not adequately arranged to fulfill Lester's needs.

Gary Hermanson

Brain Damaged
Functional Speech Disorder

Gary was a very willing and cooperative pupil. He would always try his best, however, he became very easily discouraged. He was often very difficult to reach and lacked any ability of sound correction retention, imitation, and stabilization over any period of time. His speech would wonder with his mind and he would often times become completely detached from the therapy situation and begin rambling on and on with nonsense syllables and disconnected sentences. He showed marked improvement on the speech evaluation sheet, however, his carry over is very limited and his stabilization is not constant.

Kari Markes

Brain Damaged
Functional Speech Disorder

Kari was one of the most progressive and successful pupils participating in the special speech program. She adapted readily to the procedures of the special program and was extremely cooperative. Kari would often offer assistance to her fellow classmates, Susan Meier and John Coyle. If they happened to not respond correctly, she would tell them they had to say their sound before receiving an award. Kari moved rapidly and her retention was well established. She was extremely good at imitation and forming new speech formation habits. Her enthusiasum was demonstrated by her eagerness to participate in speech games and drill sessions before the morror. Kari did not become easily discouraged and would stick with one sound for any length of time without giving up. Her persistence and eagerness was very encouraging and was a stimulus for the other two participants.

Susan Meier

Brain Damaged
Functional Speech Disorder

Susan was a very quiet and reserved pupil. She was cooperative, however, she displayed little enthusiasm and eagerness for the program. She moved very slowly, however, her ability for retention and stabilization were very good. Susan would often begin a conversation unrelated to the speech stimulus in order to change the subject. Susan was easily distracted by her classmates and could have done much better had she been seen alone. She had two front teeth missing which made several sounds more difficult for her, but she did quite well throughout the entire program.

Karen Mynatt

Brain Damaged
Functional Speech Disorder

Karen was ill and out of school much of the time during the special speech program. She lacked motivation due to physical illness, however she demonstrated limited enthusiasum during the speech sessions. Karen adapted readily to the stimulus, response, reward method of approach and would often turn the tables on the specialist by offering the stimulus and reward. She had good discrimination ability, however, her stabilization was very spasmodic and irregular. Karen desired a lot of additional attention and required several approaches to maintain her interest. She participated in therapy with Larry Allnut and they worked quite well together. Had Karen been able to attend more sessions I feel she would have shown much more progress and improvement.

Steve Osborne

Mongoloid
Functional Speech Disorder

Steve was a pupil who needed much more individual attention and time. He was often difficult to reach and uncooperative. He thought it was funny to respond with the wring sounds and would often go through an entire session making animal sounds or other sounds which had no relation to the stimulus sound. He always wanted to return to his classroom after about five minutes in the speech room. He participated in therapy with Ruth Wonderly, however, her presence did not seem to effect Steve one way or another. Steve often seemed very sleepy and lacted motivation. It was an effort to get him to hold his head up and pay attention. Steve had extreme difficulty with sounds because his mouth cavity was much too small for his tongue. His imitative ability was very poor and lacked stabilization. Steve did not present discipline problems, but just lacked the interest and enthusiasm the other pupils demonstrated for the speech program.

Cheryl Radford

Mongoloid
Irregular Teeth Palatal Formation
Limited Functional Speech Disorder

Cheryl had difficulty adjusting to the procedures presented in the special speech sessions. She was often very moody and disagreeable. She was cooperative and responded to stimulation by the specialist, however, she did not act at all interested and therefore, she did not do her best. Cheryl needs much more individual attention and drill. She was very tempermental, however, if she was introduced to an activity she liked, she would be highly cooperative and work very diligently. Cheryl has a twin sister, Cindy, who did not participate in the special speech program. Cheryl's teacher noted that Cheryl had become much more responsive in the class room since she began special speech sessions, especially in comparison with Cindy. Cheryl's mother reported Cheryl to be verbalizing much more in the home than previously. The special speech attention would be very beneficial to Cheryl if she had more time to adjust to the program.

Roger Sandker

Mongoloid
Limited Functional Speech Disorder
Irregular Teeth Palatal Formation

Roger presented one of the most challenging cases to the specialist. He had difficulty adjusting to the program at first, but as time advanced he adapted readily to the method used by the specialist. He was often moody and very difficult to please, but if he was allowed to participate in the games he chose then he was very cooperative. Roger had many speech difficulties as noted on his speech evaluation tabulation. His speech was unintelligible and he needed much more special attention every day. He only presented three corrected sounds, but these three were established and remained very stable. Roger presented discipline problems throughout the program at the beginning, but offered much more cooperation after he had become adjusted to the procedures.

Greg Smith

Brain Damaged
Limited Functional Speech Disorder
Irregular Teeth and Palatal Formation

Greg was a very eager participant in the special speech program. He enjoyed the special speech stimulation games and was very cooperative. He was often difficult to reach and his mind would wander for small periods of time, but he did understand the methods used concerning stimulus, response, reward. Often he would not have to have a stimulus before responding, it became automatic with him. Greg moved along very slowly and had difficulty with retention and stabilization for any given length of time. He was always eager to attend the special speech sessions and often did not want to leave at the end of the sessions.

Curt Steel

Brain Damaged
Functional Speech Disorder

Curt was the comedian of all the special speech pupils. He was very unpredictable and did not seem to have a serious bone in his body! At the beginning of the sessions it looked as if we would make notable progress, but as soon as Curt became adjusted, he began "goofing around". Curt would constantly place his hands over his eyes or pretend that he did not understand what the specialist was saying and respond with "huh?" As indicated by the speech evaluation sheet, Curt regressed. Perhaps with more concentrated effort and time, he would benefit from such a special speech situation.

Timmy Taylor

Brain Damaged
Functional Speech Disorder

Timmy was a very cooperative and willing pupil. He put out his best effort to imitate and retain his corrections throughout the entire program. He was a very quiet and reserved child, however, he would respond readily if given a stimulus. Several times he participated in therapy with David Gautney and at these times he became more alive and responsive. We progressed rather slowly with Timmy, but in order to establish any type of stabilization of corrected sounds, it was necessary to review often. Timmy would often establish a new sound quickly by imitation, but he lacked the ability to retain the new formation for any length of time without constand repetition and drill. He seemed to enjoy participating in the speech games and would often respond without stimulation.

Ann Walker

Brain Damaged
Functional Speech Disorder

Ann was one of the most conscientious pupils participating in the special speech program. She was highly interested in the program and worked up to the best of her ability at all times. She was very cautious when approaching a new sound and would give each pronunciation her entire attention. As noted on the speech evaluation sheet, Ann made a one hundred percent correction. Before the sessions came to an end Ann was working on carry-over with sentence usage. She was a very enjoyable pupil and adapted readily to the program. She participated in speech with Sharon Conklin and John Branham and she would often offer them assistance with their respective sounds.

Mary Jean White

Mongoloid
Irregular Teeth and Palatal Formation
Limited Functional speech Disorder

Mary Jean was a delightful pupil. She displayed unlimited amounts of vitality and enthusiasm. She adapted readily to the methods of the program and responded with little amounts of stimulation. Mary Jean had a unique way of accepting an award. Toys, beads, puppets, were often stimulating to her as rewards to a response, however, she was much more satisfied upon receiving a loving hug. Mary Jean progressed slowly and had difficulty with stabilization and retention, but she did make noted improvement. She needs much more special speech attention over a longer length of time in order to maintain carry-over outside the speech room situation.

Ruth Wonderly

Brain Damaged
Functional Speech Disorder

Ruth was a very cooperative and interested pupil. She had a high pre-test score, therefore giving us the opportunity to work and experiment with sound development founded in the Peabody Language Development Kit. However, our sessions were too short (15 minutes) to continue the Peabody Program. At the beginning of the program, Ruth participated in the speech sessions with Steve Osborne and was a very good example for him, however, she moved much more rapidly than Steve and was therefore separated from him. She adapted readily to the program and demonstrated a lot of initiative and enthusiasm.

Judy Wood

Brain Damaged
Irregular Teeth and Palatal Formation
Limited Functional Disorder

Judy was a rather quiet and reserved pupil. She was eager to participate in the speech stimulation games and seemed to enjoy them. She worked very hard and was very conscientious. She did not become easily discouraged even though some sounds were very difficult for her to make due to her teeth and palatal handicap. Judy adapted readily to the speech program and needed few rewards to give another response. Judy needs much more individual attention and concentrated therapy.

P.L. 89-10, TITLE I

SPEECH PROJECT

MISSOURI SCHOOLS FOR THE RETARDED

NO. 11

Cape Girardeau, Missouri

Submitted By

Mr Lawrence W. Ferguson

and

Miss Sandra K. Kirn

GENERAL REPORT

During my employment in connection with P.L. 89-10 Title I, I attempted to work with each child four (4) times a week for (20) minutes a session During the sessions I had an opportunity to work with each child individually and also in a group therapy situation.

Results were obtained with the help of the talking toys, the Language Master, games, scrapbooks, the toy telephone, dramatic situations, the use of the mirror, tactile methods, imitation, and just plain drill. My report on each child will discuss more thoroughly the methods used.

In an evaluation of the progress gained from this experiment, it should be noted that every child attained a higher score on the second test. Of course, the amount of success obtained varied per child. Page two (2) will give the total numerical scores on test one and test two with the differences. These results are also on the original test sheets but not with the totals registered.

I feel that one way to point up program activity would be to meet with the parents and discuss the importance of good speech for their children and also point out the importance of correct speech stimulation at home. Correct procedures for this activity could be discussed at periodic meetings with the parents.

I strongly recommend that this study be continued in the fall in order to check carry-over of the sounds worked on and also to continue to work on deviant sounds which were not worked on due to the lack of time in correlation to the large number of sounds involved.

POSSIBLE 77

Name	Test 1	Test 2	Difference
Lilly Martin	27	50	+23
Johnnie Smith	47	61	+14
Reisa Wagner	37	49	+12
Bobbie Schmittzehe	44	51	+ 7
Cheryl Goza	70	75	+ 5
Wayne Bell	52	60	+ 8
Billy Pennington	62	72	+10
Arthur Martin	26	42	+16
Ronnie Ponder	39	49	+10
Steve Armstrong	33	39	+ 6
Robert Thomas	25	28	+ 3
Chris Gerding	37	44	+ 7
Becky Langraf	65	70	+ 5
Don Thompson	16	21	+ 5
Kenny Parker	34	49	+15
Kenny Hopfer	31	46	+15

LILLIAN MARTIN

Of all the children, Lilly made the greatest amount of progress. Most of this success is due to her awareness of omitted sounds.

Out of her numberous errors on the first test, 21 were due to omissions. On the second test 16 of these omitted sounds were made correctly, 10 were not substitutions or distortions and only 5 were still omissions.

I used every type of stimulus.available, but I found drill and imitation got the best results.

Lilly was at a point where show was correcting herself when she amde a mistake. This is a good sign as it shows her discriminating ability.

My prognosis for Lilly is excellent, the difference between her first test and her second test tend to support it. She works hard and, with help at home, I am certain in a short span of time she will obtain perfect, or near perfect speech.

ARTHUR MARTIN

Arthur was one child who became very conscious of his speech sounds and; thus, he worked very hard in order to attain the correct pronunciations. Drill and imitation were the basis for most of the therapy sessions.

The score on the first test indicated to me that many of his errors were omissions in the medial and final positions. One of my major goals was to make him aware that there were sounds in these positions and to help him discriminate which sound was correct. The scrapbook helped quite a bit here as we pasted pictures of words with the same sounds. For example: house, bus, ice, etc., in comparison to words like cup, up and pup. Test two shows that almost every omission had been corrected or another sound was substituted. At least he became aware of sounds in these positions. It will take more time for him to get all of these sounds correctly discriminated.

We also worked extensively on the (L) and (F) at the sentence level, and he did quite well at this phase also.

There were many sounds we did not get to work on due to lack of time, and there seemed to be some sounds Arthur picked up without too much work on them.

With another year of speech therapy plus stimulation at home, the prognosis for near excellent speech is highly favorable.

ROBERT THOMAS

Robert was extremely hyperactive and had a very short attention span. It was a constant struggle to keep him interested in anything. Success was very limited.

I used every stimulus available to elicit a correct response, but hardly to any avail. I did get him to use a (th) correctly in words like thumb and thank you.

In order to obtain a good prognosis, one would have to hold Robert's attention for a considerable length of time and this is very difficult.

BECKY LANGRAF

Becky did not have but 12 articulation errors on her first speech evaluation test. She improved by five (5) sounds on the second test.

Becky has a severe overbite which impeded her pronunciation of a few sounds especially the (TH). She was able to compensate for the (M) and a few other sounds. Becky would have to have some dental work before she could make the (TH) correctly.

I used the Language Master extensively and did quite a bit of mirror work. We were starting to work at the simple sentence level. It is here that she needs quite a bit of work for often her speech was only one or two word sentences.

JOHNNY SMITH

Johnny had quite a few articulation errors, but he caught on pretty fast and made enormous progress. Most of this progress was made at the conversation level. It was here that Johnny talked too fast and slurred his words and; thus, he was unable to be understood. I did succeed in getting him to slow his speech down, and the work on individual sounds helped his speech quite a bit.

The basis of therapy was drill and use of the Language Master.

Prognosis for Johnny is very good, especially if he receives help at home.

KENNY HOPFER

Kenny was conscious of his speech, but easily became frustrated when he could not make a sound. He did not have very good control over movements of his tongue, so every session we used warm-up drills of different tongue and jaw exercises. This did have some positive results.

The basis for therapy was having Kenny imitate me even though we used the Language Master and talking toys quite often. Kenny still needs extensive speech work in order to attain acceptable speech. This speech work will have to be a longe range project.

BILLY PENNINGTON

Billy cooperated with me very well throughout the semester. We worked on the (L) and (TH) up to and including the conversation level. I used the Language Master, mirror work, and had Bill read to me in order to elicit responses. This he could do very well. I also used auditory training with him, and he could tell almost every time whether I was making the sound correct or incorrect.

We began working on some of the blends and had limited success. I definitely needed more time to work with these sounds.

Prognosis for Bill is good because he tries very hard and works at home on his sounds.

GHERYL GOZA

Since Cheryl only had seven articulation errors, most of the therapy situations dealt with the sentence and conversation level. I found the Language Master attained the greatest results. We were working on fairly complex situations at the end of the year. I would run sentences through the machine such as, I see the boy in the window. Cheryl could repeat this sentence and even change it when I asked her to. For example: I see the girl in the door. She is grasping the idea of abstraction very well.

The talking toys were also used effectively in obtaining good speech. Prognosis for Cheryl is excellent. Her ability to abstract and discriminate coupled with very few articulation errors support my prognosis.

DON THOMPSON

I did not attain very much success with Don because of teeth deformities and a large clumsy tongue.

He had quite a bit of trouble performing simple tongue exercises, which we attempted in every session.

Don became frustrated very easily but still did not give up.

DON THOMPSON (continued)

Most of his speech is characterized by omissions, and I used every stimulus available with hardly any success.

Don's mouth deformities make prognosis not too good unless something is done to correct it. He would also need long range speech therapy.

REISA WAGNER

It took me a couple of weeks to obtain any results from Reisa as she was very shy and would not cooperate with me.

When I finally extablished rapport, progress was made at a pretty good pace.

Reisa enjoyed hearing her voice on the Language Master and also liked to imitate the talking dolls.

We also pasted pictures in a scrapbook to accent the sounds we were working on. We often reviewed the pictures to drill, and this she could do very well.

Prognois for Reisa is good, but she still needs extensive work to attain good speech at the conversation level.

WAYNE BELL

Wayne caught on pretty easily to quite a few sounds, but sometimes he became stubborn and would purposely make the incorrect sound.

We were working at the sentence level and on some of the blends, and he performed well most of the time. I was surprized that he did not do much better on test two than what he did.

I used games, the talking toys, mirror work, the Language Master and plain drill to elecit a correct response from him.

Wayne is capable of obtaining near perfect speech, but he must work a lot harder than he did. He needs more work at the sentence level and continued drill on the blends.

KENNY PARKER

Kenny was very hyperactive and had a very short attention span, but I obtained lucrative results by rewarding him with suckers and gum when he tried hard.

One thing that slowed down results was Kenny's frequent absences. Despite all of this, I think he did very well on the sounds we did work on.

KENNY PARKER (continued)

The Language Master and the talking toys were used more frequently than anything else.

I believe Kenny can obtain fair speech if one can keep his attention and also if he receives stimulation at home.

BOBBIE SCHMITTZEHE

Bobbie's voice is characterized by extreme nasality. We worked quite a bit on reducing this nasality but had limited success, as frequently she would give up. I tried to build up air pressure and to do this, we practiced blowing up balloons, blowing out candles and blowing small balls acress a table. This proved to be effective in helping her to direct an air stream.

We worked on quite a few omitted sounds and had some success, but usually the carry over was not too good.

Bobbie liked to hear her voice on the tape recorder and Language Master, so I often used this as my stimulus.

Prognosis for Bobbie is not real good for now. She needs extensive speech therapy along with very much help at home.

STEVEN ARMSTRONG

My only problem with Steve was to get him to open his mouth. It took time to get him to do this but with the aid of the mirror, he started to cooperate a little toward the end of the semester.

Steve was beginning to realize the presence of sounds that he ordinarily omitted, but he did have trouble discriminating the correct sound in these positions.

Steve needs to have more speech stimulation at home along with that at the school in order to obtain a favorable prognosis.

CHRIS GERDING

I think the progress for Chris was fairly good considering that he was a very quiet and shy Mongoloid.

He cooperated fairly well during the therapy sessions but at times, he had difficulty understanding what I wanted him to do. The use of the mirror proved very helpful in obtaining results.

CHRIS GERDING

Chris is capable of improving his speech, but I do not know to what limit. He also had some difficulty with the manipulation of his articulators.

RONNIE PONDER

Ronnie was very cooperative and seemed to make great strides of progress throughout the semester, but he did not do as well on the Speech Evaluation Test number 2 as I expected. I believe he is capable of very perfect speech, because he attempts to make the sounds with great determination. I talked to his parents the last day of school, and they seemed very eager to help Ronnie with his speech.

In therapy I used every stimulus available, but I accented on drill and obtained good results.

P.L. 89-10, TITLE I

SPEECH PROJECT

MISSOURI SCHOOLS FOR THE RETARDED

NO. 12

Kansas City, Missouri

Submitted By

Mrs. Don Parsons

WHAT I DID:

The speech program at State Training Center No. 12 started on February 13 and lasted for 15 weeks. At the beginning of the program, nineteen children were included. There were four groups of three, two groups of two, and three children on a one to one basis. At the end of the first month, one of the children was excluded from the school, and I added two more to the program. At this time, I changed the grouping to four groups of three, and four groups of two. I found that this particular group of children seemed to respond better when working with another child, since the speech sessions were uniform in length, twenty minutes each day.

At the beginning of the program, each child was individually tested, using the speech evaluation test compiled for this program. This test was given by using picture cards from the Peabody Kit, and having the children tell me what they saw. By using this method, the child was not repeating the sound he heard me say, but was making the sound as he normally would. The work the children did during the program was based on the sounds used in the test.

The first step in working with a sound was the use of Webster's Talking Time Filmstrips. The filmstrips introduce the sound and give it a name. Also shown is the correct way to produce the sound, and several illustrations depicting the sound in the initial position. The next step was the introduction of toys with the particular sound in the toy name, not only in the initial position, but in all three positions. Using funds provided for the program, I purchased many of these small toys to be used as speech stimulators. The children benefited greatly from the toys, and we used them in many different ways. Upon first introducing a sound, I gathered several toys which contained the sound. Later in the lesson, I placed a large assortment of toys on the table and asked the children to select the ones containing the particular sound being discussed. Another valuable teaching aid was Instructo's Carnival of Beginning Sounds. In this game, the sounds are learned through matching key illustrations with picture cards. This provided practice in auditory discrimination as the child identifies each illustration and pronounces its beginning sound to complete each scene. The final step in working with a sound was the use of speech papers I prepared. These papers consist of a rhyme which introduces the sound, and eight pictures denoting each position of the sound. By each picture is a blank line which was used to give the child credit for success with a work, either by a check mark or a star. The papers were done during the class, then sent home to the parents so the drill (hopefully) would be continued. I made charts with each child's name listed, along with all the sounds we would discuss during the year. At the successful completion of a set of papers, the child put a star next to his name. The charts are on the wall for all to see, and seemed to provide an incentive for good work. At the end of the program the sets of papers were compiled into a speech notebook for each child to keep. (Sample enclosed).

SAMPLE LESSON FOR THE "M" SOUND

1. Show the Talking Time Filmstrip, discuss m as the humming top sound. We pretended we were spinning tops while producing the sound. I said several words containing the m sound to familiarize the children with it.

2. Used the toys containing the m sound. (Methods described above).

3. Used the Carnival of Beginning Sounds for auditory discrimination training. (This step was varied through the use of picture cards of a different type, and flash cards).

4. Did the speech papers to be taken home.

5. Often, at the end of a lesson we would review the sounds we had previously studied. This was done by listening for the sounds, naming the sounds, and thinking of words containing the sound.

WHAT I WANT TO DO

The first thing the children need to learn is how to listen. I would like to start off the program with listening exercises of various types. The children must listen before progress can be made in any area. By using books, records, and the tape recorder, the children could be trained to listen before starting on the actual speech work.

I would like very much to do more work in the field of sound discrimination. Very few of the children are able to discriminate sounds. For example, they cannot tell the difference between mmm and bbb. I have wondered if the ability to discriminate would be an aid to good speech. Instructo's Carnival of Beginning Sounds is an excellent aid in this area. Toys and flash cards could also be used. Understanding the meaning of alike and different does not fall in the category of speech, but it is a necessity if sound discrimination is to be learned. I worked briefly on this, using pairs of toys and having the children select alike and different objects. If this could be incorporated in the classroom, it would be beneficial when working with the sounds.

During the weeks I worked with the children, they all had sessions lasting twenty minutes. I found that some of the children are capable of working thirty minutes at one time; for some, ten minutes is too long. I would like to experiment with variations of time if the program is continued. Perhaps better results could be gained from a child if he was given two five or ten minute sessions a day, particularly the younger child whose attention span is brief. I am sure more could be learned in ten minutes when the child is interested, than in twenty minutes when he quickly looses interest.

In addition to varying the length of time, I found that the time spent on a given sound should be varied. Touching on all the sounds would not be harmful in any way, but certainly every child does not need the same amount of work on various sounds. This would probably necessitate more one-to-one teaching, but if the sessions were short, it would not minimize the number of students being served.

It would also be interesting to try more flexibility in the grouping of the children. This would soon show which children work together most effectively. A lack of self-confidence is a big part of the speech problems of some children, and I feel that greater benefits could be gained by placing these children with different groups. The ideal result would be development of self-confidence with many individuals, rather than with one small group. One of the greatest side effects of increased self-confidence would be in better classroom participation. If a child has enough confidence, he should be willing to tackle the new and different in the classroom. It is also quite likely that the child's work habits would improve as a result of the listening and doing training in speech classes. If a child can be taught to work at full capacity, even for brief periods of time, he could make tremendous gains in learning.

I would like to try some form of short, simple skit with the children who are capable. I think the children would derive much enjoyment from this type of activity, and it would be of great value as a speech stimulator. Short rhymes could also be learned along this same line of work.

PARENTS REACTIONS

I was very interested in knowing the parent's reactions to the speech program, and sent home a questionnaire for them to fill out. I sent twenty questionnaires home, and received sixteen responses.

Question: Has your child's speech shown any improvement?
Answer: Yes - 14
No - 2
Question: In what way?
Answer: "..can pronounce words plainer..".
"..more easily understood, and, I think, understands others better.."
"..she talks more clearly and says more words correctly.."
"..vocabulary has increased.."

"..forms her words better, tries to say more words.."
"..she can explain things better, and can talk on different subjects.."
"..tries more words than she did before.."
"..stops and thinks of what he is trying to say and then pronounces his words more clearly.."

Question: Has the program helped your child in any other way?
Answer: "..widened vocabulary.."
"..does more different things and can better explain what she is doing.."
"..less frustrated.."
"..tries to read and is more interested in hearing stories read.."
"..plays better than she did with her brother and sister, and enjoys Sunday school more.."
"..appreciates the individual attention.."
"..listens more to what is told to him.."
"..behavior pattern is improved, perhaps because of individual attention.."

Question: Are there any areas in which you would like to see more work done?
Answer: "..work on comprehensible pronunciation.."
"..better enunciation.."
"..just continue the program.."
"..see if she can combine more than two words.."

Question: Would you like for the program to be continued next year?
Answer: Yes - 16
No - 0

Question: Would you like for your child to participate in the program if it is continued?
Answer: Yes - 16
No - 0

ABOUT THE CHILDREN

The children participating in the speech program at State School No. 12 range in age from eight to fifteen years; the majority falling in the 9, 10, and 11 year category. Their I. Q.'s range from 28 to 57; the majority in the middle 40's. Six of the twenty children are mongoloid, the rest have varying degrees of brain damage and general retardation.

At the beginning of the program, the younger mongoloids were the least responsive to the program, but as time went on, they became more interested. It is possible that, in time, their reaction would be as good as the older children's is. With the exception of this group, the children enjoyed the speech training, and were willing to work and try to improve their errors in speaking. Discipline problems were practically non-existent, probably because of the individual attention given to the children. Thus, the time set aside for speech was used for speech, and not spent in coping with the various problems that arise in a classroom.

The children adjusted quickly to the program and I was quite surprised to find that they retained much of what we discussed. I feel sure that the daily small group sessions made this result possible. The children thrive on individual attention, and I am certain that if more time was available, the results would be very worthwhile. Favorable results in speech training do not come quickly, expecially when the work is being done with children who find comprehension difficult. Easily understood speech is a vital ingredient if the child is to take his place in society.

February 14, 1967

Dear Parents,

Your child is participating in a speech stimula program which has recently been started at Center 12. I would like to answer some questions you might have in regard to the program. If you have additional questions as the year goes on, you are welcome to come to the school for a conference, and I will be happy to help you any way that I can.

Will I be expected to help with this speech program? Yes, your part will be a very important one. If your child is to improve his speech, he must work regularly at home. He will be bringing papers home that will tell you in which area we are working. He will need your help in correcting his errors...few children are able to accomplish this alone.

How often and how long should I work with my child on his speech? Frequent, short periods are preferable to long ones. Two ten minute periods a day will be right for most children. Do not continue with the lesson if the child becomes tired or disinterested.

How can I maintain interest during the work periods? First of all by helping your child "keep his eye on the ball", that is, the particular sound he is working on. Give him a feeling of success, try to make him feel that he has learned something each time.

Shall I try to teach my child how to make the sounds he has difficulty with? No, this might confuse him. Let the developmental work be done by the teacher.

Shall I correct my child when he makes mistakes in conversation at times other than his regular study period? Until a new sound has been carefully developed, your child cannot be expected to use it in every day conversation. Drill on it at home, but ignore it at other times. The teacher will let you know when he is ready to start using the sound correctly.

What ought our attitude be about our child's speech problem? Remember that speech correction is a long, slow process. It cannot be done in a few weeks time. Try to keep worry and impatience out of your voice when you work with your child. Be cheerful and optimistic, and quick to observe any slight improvement. Let him feel your approval. Make sure the child is getting enough rest and relaxation. Speech problems are increased by a lack of rest.

If you would like to visit ________________ class, I would be glad to have you. I will be working with your child from___to____each day.

Sincerely,

Mrs. Don Parsons

Summary of Speech Stimula Program
Center #12
2547 Jackson Avenue
Kansas City, Missouri 64127
Title I, P. L. 89-10, Activity IV

I. Aims: To show that intensified speech training will be beneficial to the trainable mentally retarded child. To help establish the foundation for a permanent separate speech program in schools for the trainable mentally retarded child.

II. Type of Program: Consists of 19 children chosen on the basis of an articulation test. (sample attached) Daily sessions of speech training, twenty minutes in length. The groups are varied in size, some three, some two, and one to one.

III. Materials Used: clay, pencils, crayons, paper, small toys, phonetic cards and charts, film strips, tape recorder, and speech games.
A notebook will be prepared for each child based on different sounds. Papers will be sent home with the child at completion of work on a given sound. (see sample)

IV. Stimulators: Use of gummed stars as a reward for cooperation, and success in producing sounds. The child is given a star on the papers to be taken home when a particular sound is produced successfully. Letters were sent home to the parents explaining the program, telling them how to continue with the speech training at home and encouraging them to do so. (sample attached)

V. Methods: The children are divided into groups with problems as nearly similar as possible. Stress will be placed on the particular problem, but general articulation problems will not be neglected. "Every day" conversation skills will be encouraged. Praise will be lavish, with a minimum amount of criticism. At the end of the year, the articulation test will be repeated to determine whether or not the program was beneficial. Each child will be given a copy of the speech notebook to take home at the end of the year.

VI. Daily Schedule is attached.

Mike McKinney
suspected inherited retardation
birthdate December 1, 1955
I.Q. 34

Mike's home life is very poor. He has inadequate food, clothing, and no sleeping or bathroom facilities. He has been absent more than he has been here, and many days he was so exhausted that he spent the day sleeping. The home-school coordinator is working with the family, trying to improve the conditions of the home. Under different circumstances, I think Mike could show definite improvement, but he has made no improvement in this time period.

Weekly Summary

February 13 - 17: He missed the first day because he had hurt his head and was asleep in the classroom. When we started working on the m sound film, he answered questions but only with much urging from me. When given the clay to play with, he was hesitant to talk, but as he played he gradually warmed up and soon was talking freely.

February 20 - 24: He is so worn out that I have to pry every word out of him. He does good work when I can get him to talk for me. He missed two days this week, was asleep in the room one day. We did the n sound paper to take home, and he did fairly well. He has pretty good speech, but wants to use motions rather than words. He has a very deep, husky voice which makes him rather hard to understand. We used the tape recorder, and as usual, every word had to be dragged out of him.

February 27 - March 3: We started on the h sound. He had a pretty good day, no problem with the sound. When we used the toys in working with the p, m, n, and h sounds, he showed a little spark of enthusiasm. This was a very effective lesson for Mike.

March 6 - 10: We did the n sound paper to take home. He said "poon" rather than spoon, but was very pleased when he said the work correctly. We started work on the w sound, and he went to sleep sitting up in his chair, so I sent him back to his classroom because this was very distracting to the other children, to say the least. If he could stay awake, he could make the w sound, and the words very well. We worked on the p sound, and he was doing very well until Mrs. Geppett came into the room, then he froze and wouldn't say a word.. We played with the toys containing the p sound. Mike was so filthy and had such a strong odor that I sent him downstairs for a bath. We worked on the b sound, and he had one of his best days, was very alert, was awake.

Mike McKinney
Weekly Summary

March 13 - 17:	He was absent two days this week. We did the h sound paper to take home, and he was unusually responsive. He did very well, which makes me think if circumstances were different, he could do very good work. We reviewed n, m, p, and h, and he got to put stars on the big chart by his name, which pleased him greatly. We did the w sound paper to take home, and he did fairly well, although toward the last of the week, he was beginning to droop.
March 20 - 23:	We reviewed parts of the b sound film, used the beads and laces in selecting shapes (balls, barrels, and boxes) and color (blue) containing the b sound. This was a good lesson for Mike. he was very interested and responded very well. We did the b sound paper to take home, and used the earphones. He liked this very much, and played like he was an airplane pilot.
March 28 - 31:	We did a review of all sounds studied. He was very tired and kept going to sleep. I don't know how he goes to sleep sitting in a chair, but he does. The next day he was even worse, filthy dirty, and his gums were bleeding so I took him downstairs to see if I could get him cleaned up. He was absent the last two days.
April 3 - 7:	Absent the whole week.
April 10 - 14:	He missed the first day of this week, but came back to school on Tuesday..clean! We did the g sound paper to take home, started on the f sound. He was tired and listless but seemed to enjoy the f sound toys.
April 17 - 21:	Absent
April 24 - 28:	Absent
May 1 - 5:	Mike is either absent, or asleep in the room, so I dropped him from the speech program. He is so far behind, and might be here one day and miss the next five, so I don't think he can possibly gain anything from the program. He could learn very well if the circumstances can be changed, and I would like to try him again if this is done.

Nicky Moore
mongoloid
birthdate April 20, 1956
I.Q, 49

Nicky Moore (continued)

Nicky has made excellent progress, and is eager to work, is very pleased when he is successful. At the beginning of the program he was unable to make the h or l sounds, and both errors were successfully corrected. He is developing sound discrimination and should continue with individual speech.

Weekly Summary

February 13 - 17: Nicky was alert, interested, and responsive. He is going to be wonderful to work with. He speaks loudly and clearly and did a very good job on the m sound. His group was given a toy family to play with, and encouraged to converse with one another, speaking for the dolls. He was willing and cooperative, but was unable to carry on an imaginary conversation.

February 20 - 24: One day was a holiday, and he was absent two days, so not much was accomplished this week. He did the first page of the n paper to take home, started on the p sound which he does quite well.

February 27 - March 3: We started on the h sound, which is one of Nicky's problem areas. He can make the sound, but omits it in words starting with this sound. As the work continued, he was able to make the sound in connection with the h words. We reviewed the sounds previously studied, and he is very proud of his ability to say hat rather than at.

March 6 - 10: Finished doing the n paper to take home, no problems. Started on the w sound, and reviewed the p sound. I put a large assortment of toys on the table, and he selected six out of a possible sixteen containing the p sound. We started on the b sound, and he was able to identify and name the b pictures in the film.

March 13 - 17: Did a review of m, n, and p sounds, got stars on the big chart. Started on the h sound paper to take home. He continued to do very well with this sound, and is quite pleased with his progress. Sent both sets, the h and w, papers home. He did very well on both.

March 20 - 23: A short week because of Easter holidays. We spent the time in working on the b sound. Used the beads and laces, pictures, colors containing the sound. Did the b sound paper to take home. We used the earphones in connection with this sound which he enjoyed very much.

Nicky Morre
Weekly Summary

March 28 - 31: Reviewed all the sounds by saying words and having him tell me their beginning sound. He could do this fairly well, improved as we worked. Started on the k sound by using a candle and having them blow it out by producing the sound. He has good use of the sound, but when I said candle, candy, cat, etc., he coundn't tell me what sound they started with. He has very poor sound discrimination.

April 3 - 7: Did the k sound papers to take home. He did very well, no trouble with the sound. Did well with the final sound of k which pleased him. Started on the g film and he did very well, was unusually responsive and interested.

April 10 - 14: Nicky was absent the whole week.

April 17 - 21: Did the f sound papers to take home, he did very well, was alert and interested. We started on the y sound, played with a yo-yo which he thought was lots of fun. He had trouble with this sound, but was able to do as I asked in order to correct his error.

April 24 - 28: Nicky missed two days this week because of bowling and a school trip. We used the book of sounds as a listening exercise, and he did very well. He received a ring for being a good listener. When we did the y sound paper to take home, he showed great improvement and was able to correctly pronounce words containing the y sound.

May 1 - 5: We used the Carnival of Beginning Sounds, and he did very well, which surprised me because from previous indications, I thought his discrimination was poor. We did the d sound paper to take home, he has no problems here. We started on the l sound and at first, he substituted the w sound. He was able to follow my directions and learned to correctly produce the sound.

Linda Smith
mongoloid
birthdate November 14, 1953
I.Q. 35 .

She can do very good work when she wants to, but has a streak of stubborness which asserts itself on occasion. She has improved a lot in her disposition, which in turn results in greater speech progress. I would like to continue working with Linda, because I think she will benefit more and more as time goes on.

Linda Smith
Weekly Summary

February 13 - 17: Linda is a very quiet little girl, and speaks only when I ask her a question. She does a good job on the m sound. When given the puppets to play with, she was very reluctant to talk, is unable to think of an imaginary conversation. We saw the n sound film, and when I call on her, she is very quick to answer, and does a good job. I gave them the toy family of dolls to play with and got absolutely no response from Linda, she just sat and looked at them.

February 20 - 24: Linda's stubborn streak asserted itself for the first time. I had been fore-warned, fortunately. We were working on the p sound, and she refused to do a thing, so I had her turn her chair around. Then she was ready to work, and ended up doing a very good job. We worked on the n sound, and she had no problems, was very cooperative. We used the tape recorder, and again she was good. She was very surprised when I turned her chair around, and this may have taken care of the problem... temporarily, anyway.

February 27 - March 3: We started on the h sound, and she worked very hard for me. She got to wear one of the hats, which pleased her. She needs help with the sound, but I feel sure she can learn to make it correctly. We used the p, m, n, and h sound toys, and she had a very good lesson. Does fairly well at sound discrimination.

March 6 - 10: We did the n sound paper to take home, and she did a good job. We started on the w sound words, and she can do this well, but she was sleepy and sulky today. She did do as I asked, however. We reviewed the p sound today, and she named all of the pictures. Her attitude was greatly improved. We used the toys in working with the sound, and she got a star for getting them all right. We started on the b sound, and she had a very good day, did a good job.

March 13 - 17: We reviewed the m and n sounds, and she got to put stars on the big chart. We did the p and h sound, and she did very well. She has eliminated her problem with the h sound. We did the w sound paper to take home, and today she was very uninterested, a bad day.

March 20 - 23: We reviewed parts of the b sound film, and used the beads and laces in working with the sound. The children selected the shapes (beads, barrels, and boxes) and color (blue) beginning with the b sound. This interested her very much, and she did a good job. I asked them to think of b sound pictures which I drew from them, and she did very well at thinking of words.

March 28 - 31: We did the b sound paper to take home, and she has no problems. Introduced the k sound by using a candle and asking the children to blow the candle out by producing the sound. We used the earphones in connection with the k sound film, and the k sound toys. She enjoyed both lessons very much, and was quite cooperative.

April 3 - 7: She missed four sessions this week. The day she was here, we did the first page of the k sound paper. She did well with the sound.

April 10 - 14: She finished up the k sound paper to take home. We used the tape recorder, and she enjoyed hearing her voice. We did the g sound paper to take home, and started on the f sound. We saw the film and used the f sound toys. She continues to be good, no more signs of obstinance.

April 17 - 21: We did the f sound paper to take home, started on the y sound. We played with the yo-yo and other y sound toys. She has no trouble with the sound. We used the Carnival of Beginning Sounds, and she has very poor sound discrimination. She doesn't hear the different sounds.

April 24 - 28: I read the book of sounds to them as a listening exercise, and she did very well. She received a ring as a reward for doing a good job. We did the y sound paper to take home. We started on the d sound film, and Linda had another one of her days. She simply would not cooperate, so I moved her chair out in the hall.

May 1 - 5: We used the Carnival of Beginning sounds, and she didn't do well at all. She could't tell me that d, d and d, d were the same sound, couldn't select the d cards for the master picture. We used the toys to determine if she understood the meaning of alike and different, and she wasn't able to do this at all. We did the d sound paper to take home. Started on the l sound, and she had a very good day. Periodic punishment seems to keep her stubborness under control.

Teresa Riederer
mongoloid
birthdate January 16, 1955
I.Q. 46

Teresa has good speech, and is able to discriminate sounds very well. She has a few articulation problems, but has corrected some of them. Her speech is a little slurred, and we have worked on clear enunciation. She has definitely shown progress, and would profit more if the program is continued.

Weekly Summary

February 13 - 17: She missed two days this week. She showed great interest in the toys, answered questions well about the film on the m sound. She was eager to please, earned stars. When given the toy doll family to play with, she responded very poorly. She couldn't understand what I meant when I said I wanted her to hold an imaginary conversation.

February 20 - 24: Did the n sound paper to take home, she did very well on the first part, but the second day she was restless and nervous. Her bus was late getting here, and she was quite excited about this big event. We used the tape recorder, and she was very pleased with herself and the good job that she did.

February 27 - Started the h sound film, and she had no problem, minded and cooperated very well. We used the p, m, n, and h sound toys to drill on the sounds. She was very good and responsive during this work.

March 6 - 10: Started on the w sound. She did very well, but had to be told many times to keep her hands on the table top, as she has been masturbating both in the classroom and in speech class. We worked on the p sound, using the toys. She has very good sound discrimination, and was well behaved today. She picked five words out of an assortment of toys containing the p sound. Started on the b sound, and did very well, no trouble with the sound.

March 13 - 17: We did a review of m, n, and p. She got stars on the big chart. Started working on the h sound paper to take home, and again she had to be told frequently to keep her hands on the table top. We worked with the h sound toys and she did quite well at answering questions requiring imagination to answer. Was well behaved, and busy, during the lesson. Did the h and w sound papers to take home.

March 20 - 23: Did a review of parts of the b sound film, used the beads and laces. The children were asked to select shapes (balls, barrels, and boxes) and color (blue) containing the b sound. She did very well, has very good knowledge of sounds. Did the b sound paper to take home, used the earphones. She was very interested in the operation of the equipment, and did a good job with the words.

March 28 - 31: We did a review lesson on all the sounds we have studied. I said words for them and asked them to tell me the sound they heard. She did fairly well at this. Introduced the k sound by using a candle and asking them to blow it out by producing the sound. She could do this easily, and had fun doing it.

April 3 - 7: We did the k sound paper to take home, no problem. We started on the g sound, and she did very well for the first lesson. Later we used the tape recorder and the g sound toys, and she was in a very bad mood, and gave poor responses.

April 10 - 14: Did the g sound paper to take home, no problem. Started on the f film, and she had a very good day. Can make the sound and was very interested and responsive. Used the f sound toys, and she did well again.

April 17 - 21: Did the f sound paper to take home. Her behavior has been very bad, slow to respond, not interested in the work. She has also caused trouble in the classroom. She has just recently been told that she is being sent to Marshall, and I wonder if tensions at home are affecting her behavior at school. We played with the yo-yo to introduce the y sound words. She has trouble with this sound, but I think she can comprehend enough time. We used the Carnival of Beginning Sounds, and she did very well, has excellent discrimination and knowledge of sounds.

April 24 - 28: I read the book of sounds to them as a listening exercise, and she surprised me with her good behavior. We did the y sound paper to go home, and she has improved greatly from when we first started the sound. Started on the d sound, and she had no trouble.

May 1 - 5: We used the Carnival of Beginning Sounds, and worked on the d sound card, she still shows excellent discrimination. We used the toys to see if they knew the meaning of alike and different. She did a good job, and seemed to understand what I wanted her to do. We did the d sound paper to take home, no problems. We started on the l sound, and she did a good job, can do this sound very well. She is good at selecting the sound from assorted toys.

D J Bodine
mongoloid
birthdate July 11, 1957
I.Q. 43

D J has shown much improvement. He has gained the ability to listen, his behavior in the speech room is better, and his attention span has lengthened. He is willing to work, and I think he would do even better if he were taken on a one to one basis for a shorter period of time. He is beginning to develop sound discrimination, and his articulation has improved.

Weekly Summary

February 13 - 17: D J is a most uncooperative little boy. Nothing seems to interest him, or please him, and he covers his mouth with his hands when he speaks. He doesn't want to repeat the words and sounds and does so only after much urging on my part. He enjoyed the day we used the clay very much, and his teacher tells me he is lazy and doesn't want to work, just play with toys.

February 20 - 24: His behavior improved a little this week, but he is still covering his mouth. We used the tape recorder, and he was very reluctant to talk, but I finallly got him to, and he enjoyed listening to himself. He missed two days this week.

February 27 - March 3: We started on the *h* sound, which he apparently thinks is fun, as he did quite well. We used the toys in working with the *m*, *n*, *p*, and *h* sounds. He showed the first spark of interest in what we were doing. He missed two day this week.

March 6 - 10: We did the *n* and *p* sound papers to take home. His behavior is continuing to improve. He was very cooperative this week and has stopped covering his mouth so often. One of the boys in his group had to be sent from the room, and D J really straightened up. He doesn't like to be disciplined. He started on the *b* sound, and did very well. Good response to the film, he answered questions, and named the pictures for me.

March 13 - 17: He got to put stars by his name on the big chart for good work with the *m*, *n*, and *p* sounds. He seemed to be happy about this, and eager to earn more. We did the *h* sound paper to take home, and used the toys while working with this sound. He responded well to questions, such as "What do you think the horse's name is?" and "Who lives in this house?". We did a review lesson on the *p* sound, and he did a good job. I hope the big improvement continues.

D J Bodine
Weekly Summary

March 20 - 23: We reviewed parts of the b sound film and used the beads and laces. The children selected shapes (balls, boxes, and barrels) and color (blue) containing the b sound. He did very well, was alert and responsive He got a star for his good work. We did the b sound paper to take home, and used the earphones. His father is in radio work, and he was pleased to have earphones "just like Daddy". He had a little trouble with the final b sound.

March 23 - 31: We did the w sound paper to take home, no problem. I introduced the k sound by using a candle and asking the children to blow it out by producing the sound. He had to work at it before he could do it, and was so pleased with himself when he succeeded. We used the earphones in connection with the k sound film. He gave good answers, is improving in the production of the sound.

April 3 - 7: We did the k sound paper to take home, and he gave good responses. We started on the g sound, and he had a bad day. He reverted to the bad behavior, bothered the other boys, wouldn't say words, or answer questions. I had hoped that this wouldn't happen again.

April 10 - 14: We used the tape recorder and toys in working with the g sound. He was very reluctant to say the words for me. We did the g sound paper to take home, no problems. Started on the f sound film, and again he responded very poorly. He has no trouble making the sound. When we used the toys in connection with the sound, he did very well, and talked freely.

April 17 - 21: We did the f sound paper to take home, and he had another good day. We started on the y sound, played with the yo-yo and toys. He can say the y words easily, one of the few who can. We used the Carnival of Beginning Sounds and D J did surprisingly well. I hadn't expected him to be able to do anything with it.

April 24 - 28: I read the book of sounds to them as a listening exercise, and he didn't do very well at all. He was very restless and inattentive. He did much better the next day when he understood that I meant for him to sit quietly and listen. We did the y sound paper to take home, no problems. Started on the d sound film, and he did a very good job. He can produce the sound, and was interested in the lesson. Good participation.

D J Bodine
Weekly Summary

May 1 - 5: We used the d sound toys, he did very well, but when we reviewed all the sounds we have studied, he was unable to recall many of them. He had a little trouble with the final d sound, but needs more time and work with the final sound. We started on the l sound, and he was with a different group. He did very well, good cooperation and participation. He missed two days this week.

Gary Young
mongoloid
birthdate July 14, 1956
I.Q. 39

Gary is one of the younger mongoloids who showed little profit from the program, and one who might profit from shorter sessions on a one to one basis. It is difficult for him to understand directions, and the other children seem to confuse him. He is very pleasant, no discipline problem. He is willing to do as I ask when he understands. I would like to continue working with Gary under different conditions.

Weekly Summary

February 13 - 17: We worked on the m and n sounds. He speaks loudly and clearly. Got stars for doing a good job, which pleased him. Gary is a very happy little boy, and seems to be interested in the work.

February 20 - 24: Gary missed three days this week. We started on the p sound, and he did a good job. He is willing to follow directions, and I hope he can retain what we have discussed because so far, he has been able to correct his errors.

February 27 - March 3: Started on the h sound, and he did as I asked, a very good lesson. We used the toys in reviewing the p, m, n, and h sounds. He enjoyed this very much and did a good job for me. He missed the last two days.

March 6 - 10: We did the n sound paper to take home, got stars on the big chart. We started on the w sound, which he has trouble with. I think I can help him, if he is able to follow my directions. We did the p sound paper to take home, and he was a little over-active today. Started on the b sound, and he did very well, but was unable to think of words starting with the sound.

March 13 - 17: We reviewed the m, n, and p sounds, got stars on the big chart. Started on the h sound paper. He can do the sound but sometimes omits it when he connects it with a word. We used the h sound toys and finished the papers. He is still omitting the sound unless I have him repeat after me.

March 20 - 23: He was absent two days this week, and came in very late one day. We used the earphones in connection with the b sound, and he enjoyed it very much, did a good job.

March 28 - 31: A short week, Easter holidays, and he was absent one day. He did the w and b sound papers to take home, he missed the day the rest of the group did them. Introduced the k sound by using a candle and asking the children to blow it out by producing the sound. He couldn't do this. We did the k sound film, and he did very poorly, couldn't identify the pictures.

April 3 - 7: We did the k sound paper to take home, he didn't do as well as he usually does. Started on the g sound, and he was quite unresponsive. He is unable to answer the simplest questions on his own.

April 10 - 14: Gary was absent the whole week.

April 17 - 21: Gary came back to school this week, and shows a complete lack of interest. We did the f sound paper to take home, and he was most unresponsive. His mother visited the school one day, and he did the g sound paper to take home. He did a beautiful job in front of her, which was unexpected. We started on the y sound, did jaw exercises and played with the yo-yo. He enjoyed this very much. We used the Carnival of Beginning Sounds, and he has no sound discrimination at all.

April 24 - 28: I used the book of sounds as an exercise for good listening, and he did fairly well. He received a ring as a reward for doing a good job. We did the y sound to go home, he had lots of trouble with it, but can do if I give him much help and encouragement. Started on the d sound film. He substitutes g for d, but is able to make most of the d sound words correctly. This is unusual, as most of the time, the problem is reversed.

May 1 - 5: We used the d sound toys, and he was very slow at responding. We did an exercise on the meaning of alike and different using the toys. He never did understand what I wanted. We did the d sound papers to take home, which he did fairly well. He was absent the last two days of the week.

Jerry Elliot
mongoloid
birthdate November 30, 1956
I.Q. 37

Jerry presented one of my rare behavior problems. He can do fairly well, but has a short attention span, is very nervous, overactive, and talks continually. He doesn't mind well at all. He has had a few good days, and on these days is a very good worker. He does not have the ability to discriminate sounds. It is possible he would work more effectively if placed with a different group of children.

Weekly Summary

February 13 - 17: At first Jerry spoke so softly that I could hardly hear him. We watched a film on the m sound, and he responded very well. He earned stars for his good work, and was very pleased when he corrected a mistake. When we started on the n sound, he seemed to lose interest. He spent his time looking around the room rather than paying attention to what we were doing. We played with some clay to try to stimulate him, and he was much more cooperative and willing to say words for me.

February 20 - 24: We did the first papers to take home, on the n sound. He repeated the words after me, but showed very little interest in what we were doing. One of the boys in Jerry's group was absent one day, and his interest and responses showed great improvement. When he isn't distracted by another child, he will work for me. We used the tape recorder, and he enjoyed hearing his voice very much.

February 27 - March 3: We started on the h sound, showed the film. He showed absolutely no interest or response. We did a review lesson on sounds previously studied, and his interest picked up a little.

March 6 - 10: Introduced the w sound, and he was very inattentive, talked continually. Finally, I had to send him back to his room because he was diverting the other boy's attention. This whole week his behavior pattern was just terrible. He had to sit in the hall one day because he misbehaved while we were doing the p sound papers to take home. We started on the b sound, still no interest.

March 13 - 17: We had a review lesson, gave stars on the big chart. This was a fairly good day for Jerry. We did the h sound papers to take home, and once again his behavior was very bad. I can't find anything that will really stimulate him and make him want to work for me. When he is in the right frame of mind, he does fairly well, but this is a rare event.

Jerry Elliot
Weekly Summary

March 20 - 23: While working on the b sound, I gave the children an assortment of beads of different shapes and colors. He can't or didn't, distinguish one color from another. We tried using the beads again, this time selecting shapes (balls, barrels, and boxes.) He did very well at this, and actually seemed to enjoy and understand what we were doing. When we did the b sound papers to take home, he was well behaved, had a little trouble with the final b sound. He enjoyed them very much, and responded quite well. Possibly this is because it was a new experience.

March 28 - 31: We did the w sound papers to take home, he was not interested, very unresponsive. Introduced the k sound by using a candle. He was very pleased when he blew it out by producing the sound. When I showed the film on the k sound, he again lost interest. I don't think he can see the picture. When I bring him to the front of the room to look at and identify pictures, he does much better. I feel sure he needs glasses. When we finished the k sound film, I used the earphones, hoping to stimulate Jerry's interest. Apparently the earphones had lost their appeal, because he was not the least bit interested in our activities.

April 3 - 7: Jerry was absent the whole week.

April 10 - 14: We did the g sound papers to take home, and he followed his usual behavior pattern. We started on the f sound, and I had to drag every word out of him, asking him over and over to repeat the words for me. He sucked his thumb, and chewed his shirt collar. The next day we played with the f sound toys, and he was much better. I am certain that eye checks would reveal a great need for glasses, and think that this might solve some of his behavior problems.

April 17 - 21: This was a fairly good week for Jerry. We didn't use a film, and film days seem to be his worst days. We did the f sound papers to take home, and started on the y sound by playing with the yo-yo. We used the Carnival of Beginning Sounds, and he has very poor sound discrimination.

April 24 - 28: We started on the book of sounds as a listening exercise, and he did fairly well. He has developed a bad habit of lying on the table, and I have to continually tell him to sit up. We did the y sound papers to take home. He can produce the sound with a lot of help, but doesn't really seem to care whether he does it or not. We saw the d sound film, and he was restless, inattentive, and silly. He doesn't gain a thing from the films, but the rest of the members of his group need them, so they can't be stopped.

May 1 - 5: He was much more cooperative when we played with the toys containing the d sound. We did the d sound papers to take home, and he did a good job, for Jerry. He was absent the rest of the week.

Mary Willard
suspected brain damage
birthdate August 28, 1958
I.Q. 46 (validity questioned)

Mary has a sever articualtion problem. Her attention span is so short it is almost impossible to work with her. I think that continued intensive speech work, for shorter periods of time, and on a one to one basis, Mary could show improvement.

Weekly Summary

February 13 - 17: Mary was absent the first two days. She tried to do as I asked when we introduced the n sound, but isn't able to follow directions. I think she knows what I want, but is physically unable to do it. She "talked" quite freely when given the family of dolls to play with. Her words are not understandable at all. She reminds me of a child just learning to talk..more jabbering than anything else.

February 20 - 24: Mary can't keep her mind on what we are doing. She loses interest very quickly, speaks of Mama quite often. We started on the p sound, and she does a pretty good job of making the sound, but can't be understood when she used the sound in connection with a word. We used the tape recorder which she enjoyed very much. She retained her interest for a longer time today.

February 27 - March 3: We started on the h sound, which she can do. Again, when she used it with other sounds, it can't be understood. We used the toys with the m, n, h, and p sounds. She did fairly well, and works very hard for me. I'm not sure if she understood exactly what I wanted her to do. She was absent the rest of the week.

March 6 - 10: We started working on the w sound, she did fairly well with the sound, but can't repeat simple three word sentences. We reviewed the p sound, and used

Mary Willard (continued)

Weekly Summary

the toys. She can't produce the final p sound. She has been very active, sings, chatters, and admires herself in the mirror. I would like to work with her for short periods of time, maybe twice a day. She might do better work in this type of situation.

March 13 - 17: We reviewed the m and n sounds. She got stars on the big chart and was very pleased about it. We did the w paper to take home, and started on the h sound. We used the h sound toys, which Mary enjoyed. We did the h sound papers to take home, and she got stars on the chart. She chattered and chattered, still very hard to understand. She tries, but can't make her mouth do what she wants it to do.

March 20 - 23: The other girls in Mary's group were absent today, and we reviewed the b sound. I used the beads and laces and asked her to select the blue beads, the ball shaped beads, and the box shaped beads. She did a very good job, but still can't say words clearly enough to be understood by a stranger. While we were doing the b sound papers, I asked her to say balloon and she invariably said a-boon. She reverses the syllables quite often. We used the earphones in connection with the b sound, and she said they hurt, didn't enjoy the work at all.

March 28 - 31: We did the n and b papers to take home. She can't produce the final b. She has lots of trouble with final sounds, even when she can make the sound alone quite well. I introduced the k sound by using a candle, and asking the children to blow it out by making the sound. Mary misbehaved so much that I had to make her sit out in the hall. She was quite upset, and was unbelievably good the next day.

April 3 - 7: We did the k sound paper to take home. Again the final sound gave her trouble. We started on the g sound, and used the tape recorder. She enjoyed listening to herself, but doesn't seem to retain anything I tell her. She isn't a good listener.

April 10 - 14: We used the toys while working on the g sound, and she had one of her usual days. She jabbered, jumping from one subject to another. She couldn't repeat words after me, just made garbled sounds. We started on the f sound. She substitutes the t sound. Finally after much work with the tongue depressor, she was able to make the sound, but when saying words, she still used the t sound. She was able, at last, to say the word fan correctly, but I don't know if she will retain it or not. The weather was extremely stormy one day, and Mary was very nervous and upset.

Mary Willard
Weekly Summary

April 17 - 21: Did the f sound paper to take home. She had a lot of trouble with the medial and final positions, and could do the initial position of the sound only with much help. I drew pictures, and asked the children to tell me the sound they heard. She couldn't do this at all. We used the Carnival of Beginning Sounds, and she did amazingly well both days.

April 24 - 28: We used the book of sounds as a listening exercise, she did unusually well at this, and received a ring as a reward for doing so well. We did the y sound paper to take home, and she wasn't able to do any of the words. We started the d sound, and she did fairly well.

May 1 - 5: We used the Carnival of Beginning Sounds, and again she did a good job. This makes me think that she understands what I want, but is just unable to do it. We did an exercise on alike and different, using the toys. She can grasp alike but had trouble understanding different. We did the d sound paper to take home, and she was still having trouble with the final sound. We started on the l sound, and she did an unusually good job.

Linda Wilcox
general retardation
birthdate April 30, 1958
I.Q. 41

When Linda started the speech program, she was completely introverted. She would not participate in the class room at all. She covered her face with her hands and shake her head when asked to do something. At this time, she is participating freely, volunteers answers both in the classroom and in her speech classes. She has shown definite growth, and would definitely profit from continuation of the program.

Weekly Summary

February 13 - 17: During the first week, Linda would not answer the questions I asked, nor would she repeat the words that I asked her to say. She was extremely shy, and spent a great deal of the time covering her face with her hands and shaking her head.

February 20 - 24: A girl from Linda's room started coming to speech with Linda. The first day, Linda was much worse, wouldn't say a word. Both girls sat with their faces covered. The second day she showed much improvement. Linda seemed to be getting used to me and the room. She did a little better for the rest of this week.

Linda Wilcox
Weekly Summary

February 27 - March 3: This week we started on the h sound, and she had one of her best days. She didn't cover her face at all. we used the toys while discussing the sounds, and she talked freely. She is much more relaxed, willing to work.

March 6 - 10: After so many good days, Linda had a very bad one on the 8th. I showed the film strip on the w sound, and she refused to watch it, sat with her face completely covered. We finally quit early. The next day we used the toys, and she showed great improvement. I told her I wanted her to be a good girl so she could keep coming to speech. The last day she got a star for good behavior.

March 13 - 17: This was a very good week for Linda. We did some review, took papers home, and introduced new sounds. She did very good work, and is showing improvement in articulation. The last day of the week I put her in a class with two other girls, both older than she. She showed a little shyness at first, but soon warmed up and did a beautiful job.

March 20 - 23: This was a short week because of the Easter holidays. The first day she learned to make the b sound, which pleased her very much. She was able to select from many colors the one starting with the b sound (blue). This pleased her very much. We thought of and drew b sound pictures which she enjoyed. She contributed to the lesson.

March 28 - 31: Linda was absent the whole week.

April 10 - 14: We used the tape recorder and the g sound toys. She was alone today, and did very well. We worked on the correct production of her last name. She was quite pleased when she was able to say it correctly. The rest of the week I introduced a new sound, f, and she was very willing to work.

April 17 - 21: On Monday she did the f sound paper to take home, was very responsive, willing to talk. The next two days we reviewed, and then started on the y sound. She was not very good, started refusing to talk again. The last two days of the week, she was absent, and I found out that she had had a bad toothache, so this could the reason for her previous misbehavior.

Linda Wilcox

Weekly Summary

April 24 - 28:	The first day we did a listening exercise using a book of sounds. She was very good, and responded well. We finished the book the second day, and she got a ring for being a good listener. On the 27th I tried her again with the two older girls, and she refused to talk. I spoke to her about this, and told her how unhappy it made me, and that she was too pretty to sit with her face covered. On Friday, the change was miraculous. She not only talked, but raised her hand and volunteered to answer questions. She had never done this before, even on her best days.
May 1 - 5:	The good behavior pattern is continuing. We used the Carnival of Beginning Sounds, and she again raised her hand and volunteered. She can discriminate fairly well. She is continuing to show progress with articulation improvement.

Steve Wickham
brain damage
birthdate February 28, 1957
I.Q. 44

Steve has good speech but has a few problems that could be corrected. He is an emotionally disturbed child, and is difficult to work with in that any correction has to be done very carefully. With continued work on a one to one basis, I think he could gradually develop enough self-confidence to be able to accept correction and benefit greatly from the program.

Weekly Summary

February 13 - 17:	Steve was very upset the first day he came to my room. He had been having trouble in the classroom, and was crying, saying "I hate her, I hate her!". I gave him some clay which he pounded vigorously. No lesson, just tried to calm him down. We watched a film on the m sound, and he was very eager to answer the questions. He earned a star for good work, but if I ask him to repeat a word for me, he gets very upset and frustrated. We saw a film on the n sound, and he performed well, but wanted to get the toys out and play. He came in upset about some crisis on the playground, again I gave him clay and he calmed sufficiently to do a good job on the h sound.
February 20 - 24:	We did the n paper to take home. He had a good lesson, was eager to finish and do a good job so he could wear the hats. We worked on the p sound, he does very well, but can't combine the s and p sounds to form the word spoon. He says stoon. We used the tape recorder and worked on the sp combination. If he could settle down and take

suggestions, I think he could learn this sound. He said he hates his mother and was going to kill her just as soon as he got home.

February 27 - March 3: We started on the h sound, and continued working on sp. No progress yet. We used the p, h, m, and n sound toys. He did a good job with all but the sp combination. He wants to learn this, but gets very upset and emotional. He calls himself a stupid idiot and hits himself on the head when he can't succeed at once.

March 6 - 10: We did the n sound paper to take home. He got very upset when he saw the picture of the spoon because he can't say the word. He told me his mother has slapped him, and was very wild and rebellious today. We started on the w sound, and at his request, worked again on the sp sound. Today he said ssss - pah, and was very pleased, a major accomplishment! The next day he was able to say sp - ooo. He named 16 p words and got a star. The last day of the week he got the whole word spoon out, very loudly and not just exactly right, but enough so that he was greatly encouraged.

March 13 - 17: We reviewed the m, n, and p sounds. He had one of his rare good, cooperative days. We started on the h sound, and used the toys. He responded very well to the questions. We worked more on spoon, but he still can't say it smoothly. He is, nevertheless, quite thrilled with his progress. The next day was very bad for Steve. He was very upset when he came in, and I never did find out what was wrong. He hated everybody, including me. (this was the first time I had been included on his list.) We did the h sound papers to take home the next day. His attitude was much better today. He can't say grasshopper, but says grassCopper instead. He became very upset, in tears, furious at the world. We started on the w sound papers to take home, and this calmed him almost immediately. The day turned out to be a good one, as he said spoon and spinach successfully.

March 20 - 23: We reviewed parts of the b sound film used the beads and laces to sort as to shape (balls, barrels, and boxes) and color (blue) containing the b sound in their name. He was very congenial, asked if we could work on spoon. We used the earphones and worked on the sp combination again the next day. He was unable to do it, and got very upset, so we stopped.

Steve Wickham
Weekly Summary

March 28 - 31: We started out the week by reviewing all of the sounds. He didn't want to work, but just to sit and talk. He wasn't upset, just not interested in speech. We used the candle to introduce the k sound. The children were asked to blow the candle out by producing the sound. He could do this very well, but when we did the k sound papers to take home, he had a good attitude and did a good job. When Steve isn't emotionally upset, he does beautiful work, and could accomplish a lot. We worked on the g sound, which he does well. Used the tape recorder and toys. We worked on spoon some more, and he loved hearing himself, and laughed and giggled. The laughter can soon get out of hand, and he becomes almost hysterical.

April 10 - 14: Used the taped recorder again in connection with the g sound, and did the g papers to take home. He did very well. Showed the f sound film, and he had a very good day, did quite well. Used the f sound toys and his response was just tremendous. If he could be this way every day, miracles could be done! We started on the f sound paper to take home.

April 17 - 21: Did the f sound papers to take home, he had a little trouble with the final f sound, and quickly became upset and frustrated. I drew pictures and asked them to name the sound they heard. He did very well, was enthusiastic and interested. We started on the y sound, played with the yo-yo. He did fairly well, but could use more work on the sound. We used the Carnival of Beginning Sounds, and he didn't do well at all, has poor sound discrimination.

April 24 - 28: I used the book of sounds as a listening exercise, and he did fairly well, but was restless. He did a little better the next day, is beginning to realize that I mean for him to listen quietly and not interrupt. Did the y sound paper to take home, had a little trouble and got frustrated, started talking of hate and killing. We saw the d sound film, he had no problem, but was wild today. Very noisy, and a lot of wild laughing.

May 1 - 5: Used the Carnival of Beginning Sounds in connection with the d sound. He couldn't do it, got very angry and hit himself in the head, and said he hated me. I had to send him back to his classroom. The next day his attitude was much better, and we used the toys to see if he knew the meaning of alike and

Steve Wickham
Weekly Summary

different. He did fairly well. We started on the l sound, and he did just fine, but was laughing and playing too much.

Carol Tinnin
suspected brain damage
birthdate February 6, 1955
I.Q. 57

Carol's articulation is good. Her problem is a form of inconsistent spacing between words and syllables of words. She is able to repeat words after me with a little smoother delivery, and has shown slight improvement when not repeating. She is very alert and responsive and understands what problem we are trying to eliminate. It is possible that if given enough time, she could almost entirely overcome the jerkiness.

Weekly Summary

February 13 - 17:	Carol is a very well behaved girl, she has good articulation, and is able to follow directions well. She has a jerky quality in her speech. When given the doll family to play with, she responded well to a request for an imaginary conversation.
February 20 - 24:	She has been bringing a much worn paper doll named Sue to class, and insists that I tell the doll good morning and good by. She did very well on the m and n papers, but I had to talk to her about laughing at the other children's errors. We used the tape recorder, and she was delighted when she heard her voice.
February 27 - March 3:	We started on the h sound, no problem. Have been working on smoother delivery, and sometimes she can repeat smoothly after me, but reverts to jerkiness when she doesn't repeat. We used the toys in working with p, m, n, and h sounds. She did very well at selecting sounds.
March 6 - 10:	We did the n sound paper to take home, and she did a good job, but was very quiet and subdued today. We started on the w sound, and she is able to repeat complete sentences after me. She selected 16 toys containing the p sound, and received a star for her efforts. We started on the b sounds, and her main problem is still in delivery.
March 13 - 17:	We reviewed the m and n sounds, got stars on the big chart. She seems to be speaking a little more smoothly. We did the h and w sound papers to take

home. We used the toys, and she did very well in answering questions requiring use of imagination.

March 20 - 23: Reviewed part of the b sound film, used the beads and laces in connection with the sound. They selected shapes (balls, barrels, and boxes) and color (blue) which contained the b sound. She was enthusiastic and interested, a good lesson for Carol. She was able to think of b sound words, which is very good. None of the other children were able to do this. We used the earphones and tape recorder, which she enjoyed.

March 28 - 31: I said all of the sounds for them, and they told me the sound name. Then I said the sound name and they told me the sound. She did very well, good discrimination. I introduced the k sound by using a candle and asking them to blow the candle out by producing the sound, also used the k toys. Good response, still working on smoother delivery.

April 3 - 7: She missed four days this week. We did the first page of the k sound paper to take home.

April 10 - 14: We did the k and g sound papers to take home. She was glad to be back in school, very sweat and cooperative. We started on the f sound, saw film and played with toys. She does well, as usual. Her jerkiness seems to be worse some days than it is others.

April 17 - 21: We did the f sound paper to take home, and she was unusually jerky in her speech. There has been a slight improvement up to now, and I wonder it it is partially an emotional problem. We used the yo-yo to work with the y sound. Used the Carnival of Beginning Sounds, and her sound discrimination is excellent.

April 24 - 28: I read the book of sounds to them as a listening exercise, and she is a good listener. She received a ring as a reward. She was very pleased, and wears the ring every day. We did the y sound paper to take home, no problem. We started on the d sound film, and she was not very interested or responsive. She is a possible candidate for public school education, and I think she is bored by some of our work. She missed two days this week.

May 1 - 5: Used the Carnival of Beginning Sounds, the d and h sound cards. She did her usual good work. We used the toys to see if they knew what alike and different mean. She did very well. Did the d sound paper to take home, and started work on the l sound. We continue to work on smoothness.

Tracy Brisley
organic brain damage
birthdate August 19, 1952
I.Q. 28

Tracy had practically no speech until the last two years. She has begun to talk now, but has severe articulation problems. She started the speech program on a one to one basis, but another girl was put with her later on. She has shown absolutely no progress, is very difficult to work with, because she is unable to comprehend directions. It is possible that some slight improvement might be seen if she continues in the speech work.

Weekly Summary

February 13 - 17: Tracy was absent the first two days, she had a short week. She was very pleased to be included in speech, and tried to do what I asked, but is incapable of following instructions. We started on the m sound, she has trouble with the sound, but couldn't understand that I wanted her to close her mouth to produce the sound. When given the doll family and asked to hold an imaginary conversation, she was unable to do so. She cannot speak in complete sentences, but only broken phrases and/or unrelated words.

February 20 - 24: I gave her some clay to play with, and she talked freely until I asked her to repeat words. She then ducked her head and mumbled, saying "I can't". When we started the p sound, she showed her first interest in what we were doing. She talks continually of "mama" and home. I tried to get her to turn her tongue up to her nose, which she either can't or won't do. She seemed to want to do it, but couldn't.

February 27 - March 3: I tried putting peanut butter (which Tracy said she liked) on her upper lip, and asking her to lick it off. She was unable to do this, but she did try over and over again. She was absent the rest of the week.

March 6 - 10: She did the paper on the n sound. This gives her lots of trouble, and she cannot repeat the words after me. We started the w sound which she can do fairly well. She is unable to repeat three words in succession. She can say win and do.

March 13 - 17: This week Cathy started joining Tracy for speech in hopes that another child in the room would produce better results from Tracy. We did some papers to take home and started on the h sound. Tracy sat and ducked her head, saying, " I can't" until I insisted that she try. Then she was able to make the sound fairly well.

March 20 - 23: We had a short week because of the Easter holidays and party. We spent the time working with the b sound. I used the beads and laces, asked her to select all the blue ball beads from a large assortment of shapes and colors. She worked very slowly, and most unsuccessfully. I drew b sound pictures and asked them to tell me what they were. She did very well at this, and seemed to enjoy watching me draw.

March 28 - 31: We did the m and b sound papers to take home. She responded fairly well. Was absent the last two days of this week.

April 3 - 7: We did the papers on the k sound to take home. She did just fine on this set, but as usual, had a little trouble on the final k sound. She has seemed to show a little improvement since Cathy joined her. We started on the g sound, she has a little trouble with this sound. I have found that if I speak rather sternly to her, she will at least try harder to do as I ask. I wonder if she has been made to work or just left alone as she is. We used the tape recorder in working with the g sound. When I played it back to her, she couldn't understand that she was to listen. She answered the questions she heard me ask on the tape.

April 10 - 14: Tracy showed her first signs of understanding and wanting to work this week. We used the recorder again in connection with the g papers to take home. We started on the f sound, and for once, she understood what I wanted and was able to produce the sound correctly. We used the f sound toys, and did the first page of the f sound papers. This was a good week for Tracy, and I think her progress pleased her.

April 17 - 21: We finished the f sound papers to take home. I drew an assortment of pictures containing the various sounds we have discussed up to this point. Tracy enjoyed this, and did unusually well at naming the sound. We started on the y sound, which also gives her a great deal of trouble. For the first time she was exposed to the Carnival of Beginning Sounds. She had absolutely no sound discrimination, and I feel sure she had no idea at all of what I wanted her to do.

April 24 - 28: Tracy was absent three days this week. She did the y sound papers to take home, and can't do this sound well at all. We started on the d sound which she can do; she had a good day.

May 1 - 5: We used the Carnival of Beginning Sounds again. Much to my surprise, she was able to select all four d sound cards and put them where they belonged. The next day we worked on alike and different which she simply couldn't get at all. We did the d sound papers to take home. She did very well on the initial and medial sounds, but was unable to do the words with the final sound. We started on the l sound, and she can say la, la, la, but can't say words beginning with the sound.

Patsy Smith
suspected brain damage
birthdate August 30, 1955
I.Q. 42

Patsy has done some good speech work, and is beginning to develop good sound discrimination. She could not say her name correctly at the beginning of the program, and was quite thrilled when she accomplished this feat. She is a good worker, very willing to do as I ask.

Weekly Summary

February 13 - 17: Patsy was absent the first two days, so started late. She is a very sweet little girl, and willing to work. She had many articulation problems, probably caused in part because of the structure of her mouth and teeth, which are extremely crooked. She played with a family of dolls, and did fairly well in pretend conversation with a little boy in her class.

February 20 - 24: We worked on the n sound which is very difficult for her because of her teeth. She substitutes the l sound. She works for me, and doesn't get discouraged easily. We used the tape recorder, which she enjoyed.

February 27 - Started on the h sound. She did very well, good response. Used the toys and reviewed sounds previously discussed. She had to be corrected for speaking out of turn. She did very well on this lesson.

March 6 - 10: Did the n sound paper to take home. She is still substituting the l sound. I don't know whether or not she is physically able to make the sound. I wished for more time to spend on this sound. We used toys beginning with the p sound, and she got a star for selecting 16 toys containing the sound. Started on the w sound, which she does well.

March 13 - 17: She got stars on the big chart for success with the m, n, and p sounds. Started on the h sound, and did the h and w papers to take home. She continues to do good work, and is very agreeable.

March 20 - 23: She was absent the first two days of the week, which was short because of the Easter holidays, and party. She was very glad to be back, and unusually responsive. We thought of and drew b words, and drilled on the b sound.

March 28 - 31: Did the m and b sound papers to take home. She started on the k sound, by using a candle and having them blow the candle out by producing the sound. The response to this was very good. We used the earphones in connection with the k sound film, and she enjoyed this very much.

April 3 - 7: She missed two days this week, went bowling, and the next day I was busy. We did the k sound papers to take home, and started on the g sound. She does very well with the k sound, but has a slight problem when it is in the final position.

April 10 - 14: We used the tape recorder. She enjoyed hearing her voice, but was unable to tell me her last name or how old she was. She could not correctly pronounce her first name, so we worked on that until she was able to do it correctly. (This was a BIG event!) We did the g sound paper to take home, started on the f sound, used the toys. She did quite well with these sounds.

April 17 - 21: The 17th was a red letter day.. she learned to say fish and was so proud of her accomplishment. I drew pictures, and they named the sounds the words started with. We started on the y sound, played with a yo-yo. Used the Carnival of Beginning Sounds, and she has very good discrimination.

April 24 - 28: Did a listening exercise. I read from the book of sounds. She did very well, received a ring for being a good listener. Did the y sound paper to take home, she did very well. Started on the d sound, no problem, good participation.

May 1 - 5: Used the Carnival of Beginning Sounds. She had a bad day, couldn't seem to grasp what I wanted her to do. The next day we worked on alike and different. She had a lot of trouble with this. I'm not sure she ever understood what point I was trying to make. Did the d sound papers to take home, she had no trouble with the initial and medial positions, but had trouble with the final. Started on the l sound, which she does very well.

Vernie Boomershine
suspected familial retardation
birthdate February 24, 1956
I.Q. 48

Vernie has a severe articulation problem, but is one of my most eager and willing students. He never quits trying, and I think, is capable of great improvement with continued work. He needs more time.

Weekly Summary

February 13 - 17:	Vernie was very happy in speech. He played with the mother puppet and talked at great length for her. He tries so hard, and gets so excited that many times he can't utter a sound. He did a good job with the m sound, but was unable to think of words on his own. We played with the puppets again later on in the week, and this time he made his puppet hit and "kill" the girl puppets. His mother died last year.
February 20-- 24	We worked on the n sound paper, and he did a good job. Is very eager to please, and do as I ask. We started on the p sound, which he can do well, and reviewed the n sound. He still needs help on the n sound, but it is doubtful that he will get it at home.
February 27 - March 3:	Did the n sound paper to take home, he is still having trouble with this sound. I wish we could spend more time on it. We started on the w sound, he can make the sound, but has some difficulty in forming words containing the sound. We used the toys in drilling on the p sound, and he could successfully say 16 words containing the sound. We started on the b sound, and he did very well.
March 13 - 17:	He got stars on the big chart for doing a good job on the m sound, and as good as he can at this time on the n sound. We did the p, h, and w papers to take home, and he did a good job on all. Could use a little more work on the w sound.
March 20 - 23:	We worked on the b sound most of this week. Reviewed part of the film and worked with the beads and laces. We selected shapes (balls, barrels, and boxes) and color (blue) beginning with the b sound. We thought of and drew words beginning with or containing the sound. He did well, but has trouble expressing himself. He gets so excited when he thinks of a word, he is unable to say it.
March 28 - 31:	We did the b sound paper to take home. Introduced the k sound by using a candle and asking the children

to blow the candle out by producing the sound. He substitued the t sound for the k sound, but I finally got him to say it correctly. Now he needs to transfer the correct sound to words. We used the earphones in working with the k film, and he did very well.

April 3 - 7: He missed two days this week. We did the k sound paper to take home. He had a little difficulty with the sound in the medial and final positions, but was able to repeat correctly after me. We started work on the g sound, and he substitutes the d sound. By holding a pencil across his mouth to keep him from closing it, he can make the g sound.

April 10 - 14: We used the tape recorder in working with the g sound words. He enjoyed it, and is able to produce the sound correctly if I remind him to keep his mouth open. We saw the f sound film, and used the f sound toys.

April 17 - 21: We did the f sound paper to take home, he has no trouble with this. I drew pictures for them containing the sounds we have talked about, and asked them to tell me the sound they heard in the words. He responded very well. We used the Carnival of Beginning Sounds, and he wasn't able to do very well the first day, but improved a little the next day. He needs training in sound discrimination.

April 24 - 28: I used the book of sounds as a listening exercise, and he did very well. He got a ring as a reward for doing a good job, and was very pleased. We did the y sound papers to take home, and he had a little trouble with it. He can repeat after me, but it isn't easy for him to do it on his own. We saw the d sound film, and he did beautifully, no problem at all.

May 1 - 5: We used the Carnival of Beginning Sounds, and he wasn't able to tell me that d, d and d, d were the same sounds. He couldn't select the d sound cards for the master picture. We worked with the toys to see if he knew the meaning of alike and different, and he couldn't grasp this at all. We did the d sound paper to take home, and he had trouble with the final d. We starded working on the l sound, and he worked well, but had trouble with the sound.

Brenda Relifford
mongoloid
birthdate August 11 1957
I.Q. 47

Brenda has fairly good speech, but could use more help in general articulation problems. She has an unusually short attention span, periods of silliness and giggling. I would recommend briefer sessions, possible on a one to one basis. When she wants to, she can do very good work.

Weekly Summary

February 13 - 17: She did a good job on the m sound, but is very easily distracted. She was silly and giggly, but when I corrected her, she was quickly subdued. The last two days she informed me when she came in that she planned to be a good girl, and she was. I gave her group the doll family to play with, and asked them to hold imaginary conversations. She was very relaxed, and did a good job.

February 20 - 24: Brenda does very well with the m, n, and p sounds. She has trouble with the final sound. Had to be corrected again, once again she promised to be good. We used the tape recorder which she enjoyed, but she is bad about interrupting the other children when they are talking.

February 27 - March: She missed three days of this week. We started on the h sound, which she can do, and used the toys containing the p, h, m, and n sounds. She can do good work, but has her silly days when she does nothing.

March 6 - 10: We did the n paper to take home, started on he w sound. She was restless and inattentive, has no trouble saying new sound, but can't repeat a complete sentence. She was absent the last three days.

March 13 - 17: We reviewed the m and n sounds, she got stars on the big chart for successful production of the sound. Did the h sound papers to take home, she was wild and disobedient and had to be corrected. She was absent the last day, has a bad cold, which may be partially the cause of her misbehavior.

March 20 - 23: This was a short week because of the Easter holidays, and she was absent two days. We started working on the b sound papers to take home, Used the earphones while working on the b sound. She enjoyed this and was very good today. I told her that it made me happy for her to be a good girl.

March 28 - 31: The first of the week Brenda caught up with the rest of the group. She did all the speech papers to take home that the others did earlier. I introduced the k sound by using a candle and having the children blow it out by making the sound We used the earphones while showing the film on the k sound, and she did very well, good response.

April 3 - 7: We finished up the k sound, started on g. She has another bad cold, and didn't feel at all well. She was very unresponsive, and didn't cause trouble, but just sat and listened. We used the tape recorder in connection with the sound, and she had trouble with the final sound.

April 10 - 14: Continued working with the g sound, she is still having trouble with the final sound. Did the paper to take home. Saw the f sound film, and Brenda had a very good day. She did well with the sound, and was very responsive. We used the f sound toys the next day, and she was still on good behavior, doing good work. I wish I could take her on a one to one basis for a short length of time.

April 17 - 21: We did the f sound paper to take home, and she did very well. I drew pictures for them and they told me the sounds they heard in the picture names. She didn't do well at all, has very poor sound discrimination. Used the Carnival of Beginning Sounds, and she couldn't do it all. She needs lots of drill on this sort of thing.

April 24 - 28: Brenda was absent three days this week. She has missed so many days she isn't progressing as much as she could. We used the book of sounds as a listening exercise, and she did fairly well the first day, and very well the second ay. She received a ring for her good behavior and response.

May 1 -5: We used the Carnival of Beginning Sounds again. She finally got four cards right with lots of help from me, but was unable to do it on her own. The next day we used the toys to work on alike and different, she didn't cooperate at all, was very silly. Did the d sound paper to take home, she did a fairly good job. Started on the l sound, she can do a good job jon this one.

Linda Girard
cerebral palsey
birthdate July 21, 1957
I.Q. 37

Linda is not in good health, and has been absent too many days. She has shown good progress, and could make great improvement if her attendance could be more regular. She is a very shy little girl, but is gaining in self-confidence every day. I think she should very definitely continue with the speech program.

Weekly Summary

February 13 - 17: Linda had not yet started the speech program.

Weekly Summary

February 20 - 24:	Linda took the articulation test the second day of this week. She was so shy, and reluctant to talk, that I used another girl as a "go-between". She did warm up some later on in the week, and told me she like to come to speech class. She has good speech, but it is barely audible, she has no self-confidence at all.
February 27 - March 3:	We did the h sound film, and Linda was very tense and nervous. She responded poorly, and didn't seem to feel good. She was absent the rest of the week.
March 6 - 10:	We did the n sound paper to take home, and she had a very good day. Gave good responses, and appeared to be very relaxed. We started on the w sound, and she was again nervous, covered her face and giggled a lot. We later used the toys in working on the p sound, and she did very well. She got a star for her good work on both the p and b sounds.
March 13 - 17:	She was absent all of this week.
March 20 - 23:	This was a short week because of the Easter holidays, and party. She was absent the first day. We used the beads to sort as to color (blue) and shapes (balls, barrels, and boxes) containing the b sound. She did very well at this. The next day I drew b sound pictures for them and she really enjoyed it. She responded very well.
March 28 - 31:	We did the m, n, p, h, and w sound papers for Linda to take home. She did very well, and was very pleased at the thought of showing her mother the stars she earned. We used the candle to introduce the k sound, and she blew the candle out by producing the sound. This is a great gain for Linda as she had no volume to speak of when she started the program. We used the earphones in connection with the k sound film, and she has had another one of her good days.
April 3 - 7:	She was absent three days this week. We worked some more on the k sound, and did the k sound paper to take home. She continues to do very well, and is not as shy as she was at the first of the program.
April 10 - 14:	We did the g sound paper to take home, and started working on the w sound. She has no trouble in producing the sound, and speaks loudly enough to be heard now.
April 17 - 21:	She was absent all of this week.
April 24 - 28:	She was absent all of this week.

March 13 - 17: We reviewed the *m* and *n* sounds, got stars on the big chart. She said *milk* rather than *nilk* today, an accomplishment! Did the *h* sound paper to take home, she gave pretty good answers to questions requiring imagination.

March 20 - 23: We reviewed parts of the *b* sound film, had a good day. They used the beads and laces to select shapes (balls, barrels, and boxes) and color (blue) containing the *b* sound. She did very well at this, and responsed well to the lesson.

March 28 - 31: We did the *w* sound papers to take home, used the candle to introduce the *k* sound. The children were asked to blow the candle out by producing the sound. This wasn't easy for Mary to do, because she has very little volume. We used the *k* sound film and earphones, and her response was very good.

April 3 - 7: We did the *k* sound paper to take home, she had a little trouble with the *sk* combination. Started on the *g* sound, and she did very well. If she could apply the sounds she can make correctly to the production of the complete word, she would be in good shape. She still has trouble repeating correctly after me.

April 10 - 14: We used the tape recorder, and she did very well, enjoyed listening to herself. We did the *g* sound paper to take home, and started the *f* film. She says *fiss* for *fish*, and *fawk* for *fork*. She still has trouble with the final sounds.

April 17 - 21: We did the *f* sound paper to take home, she sometimes substitutes the *s* sound for the *f* sound. She can't seem to understand her errors, and can't correct them. I drew pictures and asked them to name the sounds they heard. She did very well at this, has good discrimination. We used the yo-yo to introduce the *y* sound. Played with the Carnival of Beginning Sounds again, still evidence of good sound discrimination. I don't think she could be guessing and so consistently be right.

April 24 - 28: I used the book of sounds as a listening exercise, and she is a very good listener. She got a ring for doing a good job. We did the *y* sound papers to take home, she had trouble with the medial sound. Started on the *d* film, and she did very well. Missed one day this week.

May 1 - 5: We used the Carnival of Beginning Sounds, the *d* and *h* cards, and she didn't do very well at all.

Linda Girard
Weekly Summary

May 1 - 5: She was very happy to be back in school after her long absence. We used the Carnival of Beginning Sounds, and she did very well, has excellent discrimination. She was able to select all of the words belonging to the d card. We did the d sound paper to take home. I wondered if her long absence would result in a return to the shyness and inaudible speech, but it didn't. We started on the l sound, and she can say words containing the sound, but is unable to make the sound by itself.

Mary Lusk
birth injury
birthdate October 17, 1951
I.Q. 40

Mary's greatest speech problem is that she has no volume control at all. She has fairly good speech with a few articulation problems, but is hard to understand because her voice is little more than a whisper. She is showing improvement, in both area , is a good worker, and enjoys success. She has a lack of self-confidence which should be corrected before she goes into the workshop. I think continued speech work would help Mary a great deal.

Weekly Summary

February 13 - 17: Mary is a very hard worker. She can't repeat after me, but is able to break words down into syllables and produce the sounds correctly. When she tries to put the complete word together, she reverts to the original error. She is eager to answer the questions on the film, said her sister would help her at home with her speech. I hope she will, as her parents are incapable.

February 20 - 24: Did the n sound paper to take home. She has no trouble here. Started on the p sound, she can discriminate sounds very well. She says nay instead of nail, and nice instead of knife. She has trouble with final sounds, and can't repeat the whole word after me.

February 27 - March 3: We started on the h sound, and she was very responsive, did as I asked. We used the toys in review of the p, m, n, and h sounds. She is still having trouble with the final positions.

March 6 - 10: She missed three days this week. We started on the w sound, saw the film and used the toys. She has started interrupting, and answering for the other children. I had to speak to her about this. She is just so eager to please, it is hard for her to wait her turn.

Mary Lusk
Weekly Summary

She usually has very good discrimination, I don't know what happeded today. We did the d sound paper to take home, and she did one of the best jobs she's done. We started on the l sound. She can do it, but substitutes the w sound when saying words containing l.

Cathy Darrah
general retardation
birthdate February 5, 1955
I.Q. 49

Cathy was a lot later than the other children in starting on the speech program. She does very good work, and shows great interest in the correction of errors. She is able to correctly produce the l sound now, much to her delight, and has a few more problems that could be corrected with continued help.

Weekly Summary

February 13 - 17: Hadn't started.

February 20 -24: Hadn't started

February 27 - March 3: Hadn't started.

March 6 - 10: Hadn't started.

March 13 - 17: Cathy started the program today, and did a review of the m sound. She got stars on the big chart. We did the h and w sound papers to take home, and she did very well. She has good speech except for a few errors, and is so pleased to be coming to speech. She is a good working girl, and is able to do and understand what I ask.

March 20 - 23: We did the b sound film, and she responded very well. Used the beads and laces in connection with the sound. She got a star for her good performance, has no trouble with the sound, and could sort shapes (balls, barrels, and boxes) and color (blue) very well. The next day the girls thought of b sound words which I drew for them. She was able to think of several words containing the b sound for me to draw.

March 28 - 31: She did the m, n, and b sound papers to take home. She did very well, and got to put stars by her name on the big chart. We used a candle to introduce the k sound, and she was able to blow the candle out by producing the sound. We used the earphones along with the k sound, and she seemed to enjoy this very much.

Cathy Darrah
Weekly Summary

April 3 - 7:	We did the k sound papers to take home, and she did her usual good work. We started on the g sound, and used the tape recorder while we worked on words containing the sound. She enjoyed listening to herself.
April 10 - 14:	We used the tape recorder again, and did the g sound paper to take home. She continues to do good work, and is very enthusiastic about the program. We started on the f sound, saw the film and used the toys containing the sound. She had no trouble with the sound.
April 17 - 21:	We did the f sound paper to take home, and she did very well. I drew pictures and asked them to name the sound they heard in the picture name. She didn't do well at this at all, would repeat the word over and over, but was unable to name the sound. Played with the yo-yo to introduce the y sound, and she did very well. We used the Carnival of Beginning Sounds, and she did fairly well, but needs more training in sound discrimination.
April 24 - 28:	I read the book of sounds to them as a listening exercise. She is an excellent listener, and received a ring as a reward for doing such a good job. We did the y sound paper to take home, showed the d sound film. She can produce the sound successfully but is unable to tell me what she hears when I say a word containing the sound.
May 1 - 5:	We used the Carnival of Beginning sounds in connection with the d sound, and she did very well. She could choose the cards that belonged with the d card. We used the toys to see if the children knew the meaning of alike and different, and she seemed to understand this perfectly. We did the d sound papers to take home. Started on the l sound, a sound she was unable to make. She was able to follow my directions, and learned to make the sound. She could say words containing the sound which pleased her very much. She could hardly wait to show her mother what she had learned to do.

Richard Casey
suspected brain damage
birthdate March 9, 1953
I.Q. 44

Richard has good sound discrimination. He is eager and very responsive to the program. He does what I want, and I think, could show much improvement if continued in speech correction work. He seems to have some sort of emotional disturbance, which becomes evident in the classroom. However, I have seen no signs of this problem in speech, probably because of the individual attention received.

Weekly Summary

February 13 - 17: We started out with the m sound, and he did very well. He was not shy in the room with me, but hid his head when Mrs. Geppert came into the room. I gave him the puppets to play with, and he talked freely for the mother. He showed great interest in the film, and answere the questions well. He hid his head when I tried to correct the word pumpkin. I gave them clay to play with, and encouraged conversation. He was very relaxed, and talked and talked.

February 20 - 24: We did the n sound paper to take home, and he did very well up to a point and then became bored and disinterested. We started on the p sound, the room was cold, and he was distracted by this, but did a good job. Used the tape recorder, and he enjoyed himself. He didn't want to come to speech today, when I went to get him he waved the dust pan over his head and said "no, no". He enjoys the class, and it is difficult to understand why he is so reluctant to come up the stairs.

February 27 - March 3: We did the h sound film he was very interested and responsive. We used the toys to work with the p, m, n, and h sounds. These lessons were very worthwhile, and he did a good job.

March 6 - 10: I had to go to his room to get him again, and he tried to hide in the waste basket. But once again, when he got in the room he did very well on the n sound paper. Started on the w sound, and he was relaxed and responsive. I told him that I was proud of him for coming to speech alone, and he said he would do it again tomorrow. We did a review on the p sound, and he did beautifully until Mrs. Geppert came in, and then he wouldn't talk for me, and tried to hide behind me. The next day he said 16 p sound words and got a star for his good work. We started on the b sound, and he continues to show improvement in self-confidence.

March 13 - 17: We did a review of m, n and p sounds. He got to put stars on the big chart. Did the h sound paper to take home, and he gave good answers. We reviewed all of the sounds, and he helped me "teach" a make-up lesson to a little boy who had been

	absent. He thoroughly enjoyed playing teacher.
March 20 - 23:	We used the beads and laces in connection with the b sound. The children selected shapes (balls, barrels, and boxes) and color (blue) containing the b sound. He did very well, and was interested in the lesson. We used the earphones, Jess was here, and much to my surprise, he didn't try to hide, but did very well.
March 28 - 31:	Introduced the k sound by using a candle and having the children blow it out by producing the sound. He missed the rest of the week because of a school trip and bowling.
April 3 - 7:	We did the k sound paper to take home, and he responded very well. We started on the g sound, and used the tape recorder. He enjoyed hearing himself.
April 10 - 14:	We used the toys and worked on the g sound. We did the papers to take home, and he had a good day, no trouble with the sound at all. We started on the y sound, played with the yo-yo, which he can do very easily. We used the Carnival of Beginning Sounds, and again, he showed good sound discrimination.
April 17 - 21:	He missed two days this week. We started on the f sound, used the toys and the film. Did the f paper to take home. He showed evidence of good sound perception.
April 24 - 28:	I read the book of sounds as a listening exercise. We did the y sound paper to take home, and he did a good job. We started on the d sound film, and again his response was very good. He missed two days this week.
May 1 - 5:	We used the Carnival of Beginning Sounds, used the d and h sound cards. He did very well, was very sweet and cooperative. We did the d sound paper to take home, no problems. He missed three days this week.

Bob Bell
Panconi 3
birthdate January 14, 1957
I.Q. 51

Bob has done very well. He has been no discipline problem to me, but has a violent temper, and is easily frustrated when things don't go well in the classroom. I think he is profiting greatly from the individual attention. His mother tells me his behavior pattern has improved. He has severe articulation problems, but has shown some improvement. We have been working on slower, clearer speech, and Bob needs to continue with the speech work. In time, I think most of his problems could be solved. However, the structure of his mouth and teeth may prevent his being able to properly produce some of the sounds correctly.

Weekly Summary

February 13 - 17:	Bob did a good job on the m sound, was relaxed, eager, and willing to work. He is so pleased to get the stars to take home and show to his mother. He has a bad temper, and has had trouble in the classroom, but so far doesn't seem to mind correction and suggestions in regard to his speech.
February 20 - 24:	We did the first n sound paper to take home, he worked hard, but the sound is still slightly distorted. He missed the rest of the week because of misbehavior in the classroom.
February 27 - March 3:	Started on the h sound, he has no trouble here. We used the toys in working with the p, m, n, and h sounds. He did a good job in selecting the sounds I asked him to.
March 6 - 10:	He finished the n sound paper, make-up work. He had some trouble with the medial n sound, but doesn't mind working and is so pleased with any gain. We started the w sound film, and he has no trouble with the work, but is unable to repeat complete sentences after me. We did the p sound papers to take home, and he had a little trouble with the p sound in the word pipe. He was able to correctly identify 16 toys with the p sound in their name. We started on the b sound, and he was quite pleased when he realized that both of his names start with the sound.
March 13 - 17:	He did make-up work on the m and n sounds, got stars on the big chart. We started on the h sound paper to take home, and he gave good resonses to the questions requiring imagination to answer. We finished the h and w sound papers to take home. Did a review of all the sounds, and he has retained a surprising amount of what we have studied.
March 20 - 23:	We did a review of part of the b sound film, used the beads and laces. The children selected shapes (balls, boxes, and barrels) and color (blue) containing the b sound. He did very well. We did the b sound paper to take home, used the earphones and the tape recorder. He did a very good job.

Bob Bell
Weekly Summary

March 28 - 31: I said the sound name for them, and they told me the sounds. He did very well. We introduced the k sound by using a candle and seeing if the children could blow it out by producing the sound. He couldn't do it, and became very upset and frustrated. He almost had a temper tantrum, but I laughed him out of it. We worked with the earphones and the k film, and he responded very well.

April 3 - 7: We did the k sound paper to take home, and started on the g sound. He was with a different group and didn't do as well with them. They were younger, and very unresponsive, and Bob didn't enjoy them at all.

April 10 - 14: We used the tape recorder, which he loved. A girl in his group did a make-up paper, and he helped me "teach" her. We did the g sound paper to take home, started on the f film, and he had an unusually good day. Very good responses, no trouble with the sound, and showed good sound discrimination.

April 17 - 21: We did the f sound paper to take home, still good responses. I drew pictures, and asked them to name the sounds they heard in the words. He did very well. We used the book of sounds as a listening exercise, and he got a ring as a reward for a job well done.

April 24 - 28: Finished the book of sounds, did the y sound paper to take home. He is improving every day, both in his speech and behavior pattern. His mother thinks the individual attention is improving his disposition. We started on the d sound.

May 1 - 5: Used the Carnival of Beginning Sounds, did the d and h sound cards. He did a beautiful job. We worked with the toys to see if he knew the meaning of alike and different, and he did very well with the toys, but had a little trouble telling me alike and different sounds. We did the d sound paper to take home, and started on the l sound. He has a little trouble with it, but had a very sore throat, and this limited my work with him.

P. L. 89-10, TITLE I

SPEECH PROJECT

MISSOURI SCHOOLS FOR THE RETARDED

No. 13

St. Louis, Missouri

Submitted

By

(Mrs.) Sandra G. Levy

An intensive speech stimulation program was conducted by the Missouri Schools for the Retarded at State School No. 13 in St. Louis, Missouri. Funds for the project were provided by Title I of the Elementary and Secondary Education Act of 1965.

The project was conducted in order to determine what benefits the trainable retarded child would obtain from a short term, but intensive speech and language improvement program. The ultimate goal of any speech program is to equip its participants with the tools necessary for more effective communication.

This paper was prepared in order to present information concerning the preparation and execution of the intensive speech stimulation program conducted at State School No. 13, in St. Louis, Missouri. Included in the report is a summary of the progress of the participants; together with recommendations for future programs.

Mrs. Sandra G. Levy
Speech Specialist,
June 23, 1967

A seventy-seven item articulation pre-test was verbally administered to all the children at Training Center 13 with the exception of those participating in the workshop emphasis program. The specialist was instructed to select a group of children who, according to the evaluation, would most likely benefit from a short term, intensive speech and language program. After reviewing the pre-tests, and consulting with the classroom teachers, a group of 36 children were selected. During the first two weeks of the program ten children were eliminated because of poor attendance, conflicts with other special projects, or severe discipline problems.

At the close of the term a seventy-eight item articulation post-test was verbally administered to the remaining twenty-six participating children.

The children were grouped into classes of not more than four. Each child received a minimum of ten minutes of individual instruction each week. The remaining time was alloted to group sessions. When time permitted, group speech improvement lessions were conducted in the various classrooms.

Because all children did not share identical speech and/or language problems, the method of therapy varied widely within each group. Indirect play therapy, as well as direct therapy was employed. All avenues of sensory stimulation techniques were utilized.

The non-verbal child was shown how to use his articulators before any articulation therapy began. This included a demonstration of the movement and/or placement of the lips, the tongue, teeth, and the larynx. Such activities as "Simon Says", "Follow the Leader", and "Copy Cat" served as successful motivation techniques. Any vocal response in connection with these activities was highly encouraged. From the beginning, language was stressed.

The child with articulation problems worked on one sound at a time. The correct method of production was demonstrated, hopefully to be imitated. After the sound could be produced in isolation, it was integrated into nonsense syllable drills. This provided practice saying the sound initially, medially, and finally. The next steps included word drills, and the integration of these words into running speech. When there appeared to be successful carry over a new sound was introduced.

The approach to language development differed from that of articulation. Instead of viewing a part of the whole as in articulation therapy, the entire problem of communication through verbal language was considered. Through indirect play therapy and conversation the proper emphasis was placed on language. Animal game, picture lotto, puppet play, story telling, experience charts, and telling time provided media through which each child could express himself.

It was found that several of the children participating in the program were stutterers. Since additional pressure about this type of behavior may have created additional anxieties, little stuttering therapy was initiated. I feel that as these children learn how to express themselved more clearly, they will undoubtedly gain more self confidence, the end result being the diminishing of some of their stuttering behavior.

Tongue thrusting was a problem for a few children. Tongue clucking, blowing cotton balls, slurping water, sucking water through a straw, swallowing, and chewing are the exercises necessary to correct the pattern of reverse swallowing and tongue thrusting.

One child in the program is hard of hearing. In addition to speech and language training, speech or lip reading and speech conversation lessons were a part of his program.

MATERIALS:

Mattel-O-Phone
Mattel --- The Bee Says
    The Farmer Says
    The Clock Says
    2 Talking Dolls

Creative Playthings
    Farm Animals
    Picture Lotto
    Sound Record
    Hand Puppets

Wall Mirror
Tape Recorder and Head Phones
Balloons
Paper Cups
Straws
Cotton Balls
Tongue Depressors
Alphabet Flash Cards
Flannel Board
Stuffed Animals
Finger Paints
Paper
Crayons
Pencils
Scissors
Record Player

MATERIALS NEEDED:

Experience Charts
Records
Felt Stories for the Flannel Board
Picture Books
Laradon Hall Language Books
Reading Readiness Picture Workbooks
Individual Hand Mirrors
Flashlight
Story Books
Gomo Cards
Creative Playthings Doll House
Sound Proof Speech Room

It is the opinion of the speech specialist that the speech program was very successful. It was well received by the teachers. The children were all anxious to participate. The teachers were most helpful in carrying over speech emphasis into the classroom situation. They were pleased with the students' progress. Naturally, some children made more progress than others. It is felt that this can be attributed to several possibilities. One, either the child had not reached, or had passed the stage when he would be most able to acquire speech and language. Two, the child was already producing at the upper most limits of his ability. Three, the child was at a stage in which he was able to best utilize special training.

It is felt that the purpose of this study has been achieved. The study indicates that the trainable child can, and in fact has benefited from an intensive speech and language improvement program. In view of these positive results, it is strongly recommended that the study continue for the following year; and that the speech program eventually be made a permanent part of the schools' curriculum. When the program resumes it is further recommended that:

1. All children should participate in the program. This can be arranged by holding fifteen minute lessons two times weekly for each class.

2. Children who require further special help can be seen individually or in groups of not more than four, in additional meetings during the week.

3. The children should be grouped according to similar problems e.g. articulation. language, stuttering, hearing.

4. Some type of parent-consultation program should be introduced. If the parents are aware of the special help their children are receiving, they may be able to help at home. This will help to insure carryover of classroom progress into everyday situations.

5. The parents of those children who desparately need medical and dental care should be strongly urged to seek medical attention. A well child will be better able to respond favorably to instruction. A child who is not up to par will not feel like producing to the best of his ability.

Susan

Age 5

I.Q. 40

Developmental

Vowel drills and sentence patterns

Articulation progress +10

Susan is a friendly, affectionate child who responded favorably to the speech program. Although she still needs articulation work, Susan has gained confidence in her speech. She has become much more verbal.

Reginald

Age 9

I.Q. 45

Mongoloid

Auditory discrimination and vowel drills (m)

Articulation progress +3

Reginald is an uneasy child who laughs nervously at everything. His speech is highly unintelligible. In addition, he has definite stuttering behavior. He is easily distracted. At times he had to be reprimanded for his misbehavior. I feel that Reginald has made little progress.

Willie

Age 10

I.Q. 36

Developmental

Language and articulation O for s, auditory discrimination

Articulation progress +19

Willie is a friendly and imaginative child who has fairly good language and speech. His main problem was the discrimination between th and s, the voiced th and z. At times he lapses into old speech habits. With minimal reminders, Willie is able to correct his mistakes.

I am pleased with his progress.

Diane

Age 9

I.Q. 43

Developmental and environomental

Language and th

Articulation progress +8

At the beginning of the term Diane would not participate in any of the speech activities. Instead she would wiggle in her chair and wrinkle her brow. Even though she had intelligible speech, she seemed to dread opening her mouth.

Diane's Mother is retarded and; therefore, provides a very poor speech example in the home. Fortunately, however, the child is able to spend some time with her aunt.

Diane (continued)

During the past months, Diane has turned into a sparkling child who bubbles. I feel that she has come to enjoy her speech experience. Her willingness to communicate is proof enough of her progress.

Eugene
Age 10
I.Q. 42
Developmental and environmental
Auditory awareness and articulation l and r
Articulation progress +15

Eugene is a shy boy who used to cover his mouth with his hand when he would speak. Once he gained some confidence, his main problems were auditory awareness and articulation. Eugene now joins eagerly into group discussions. In addition, he is pleased that he has mastered the l sound. He has just begun to tackle the r sound.

Mile
Age 7
I.Q. 47
Vowel drills and auditory awareness
Developmental
Articulation progress +10
Should have his tonsils checked by a doctor

Mike is a tempermental child with a definite behavioral problem. He had to be bodily dragged into the speech rooms at various times during the term. For a few weeks he was simply impossible. I killed him with kindness; the end result being a dramatic change in Mike. In fact, he turned into a regular "eager beaver".

Mike has a great deal of trouble reproducing sounds he hears. He often reverses multi-syllabic words. For the majority of the time we worked on auditory discrimination and vowels. We employed the use of a tape recorder. At the end of the project, we began to work on bilabial consonants m, b, p.

Walter
Age 14
I.Q. 57
Developmental
Articulation
Articulation progress +17

Walter is a very out-going youngster. His major problem was the articulation of consonants in the final position. With auditory training, I feel he has made satisfactory progress.

Donald
Age 9
I.Q. 48
Developmental
Articulation and language stimulation
Articulation progress +16

Donald (continued)

Donald is a disturbed little boy. At first he responded favorably to speech stimulation. In March something happened that produced a disturbing influence on him. Several times he related experiences when he has tried to smother his baby sister because he hates her.

The child needs dental care. He may also benefit from psychiatric treatment.

Herbert

Age 9
I.Q. 44
Developmental
Speech and language
Articulation progress +6

Herbert has infantile speech. He was a difficult child with which to work. He is easily distracted and often mischevious. He made little noticeable progress.

Tammy

Age 9
I.Q. 39
Mongoloid
Speech and language
Articulation progress +12

At the start of our program, Tammy would sob quietly during speech. At that time she had little or no speech at all. Now I am pleased to report that Tammy eagerly looks forward to speech. Needless to say, I am thrilled by her progress. She knows two poems and can do the motions to both of them. Where she would not respond at all, she now makes very good attempts at everything. She can count to ten, recognize and say the alphabet. She can also imitate several animal sounds. Tammy has done a terrific job with simple sentence patterns.

Carl Robert

Age 11
I.Q. 32
Developmental
Vocal stimulation and vowel drills
Articulation progress +12

In the beginning Carl made one or two mone-syllabic responses for everything. He would smile and shake his head in place of many vocal responses. He was very lazy. If reprimanded, he would run to the corner, hide his eyes, and holler, peaking frequently to see my reaction to his childish behavior. On one ocassion he tried to leave the room because I ignored his outburst. For one week following this incident, Carl made himself vomit every day when it was time for speech. According to his teacher and him mother, Carl is very spoiled. I don't know whether or not Carl will ever be able to learn how to communicate effectively with people.

Michael

Age 9
I.Q. 47
Developmental
Articulation, tongue thrusting exercise, language stimulation, stutters
Articulation progress +14

Michael is an adorable child who is always full of interesting experiences to relate. His speech problems ar many: stuttering; tongue thrusting; articulation defects. Tongue and swallowing exercises have proved effective. Michael is able to produce s, z, sh in isolation as well as in running speech. I am very pleased with his progress.

Frank

Age 13
I.Q. 44
Developmental
Speech stimulation, auditory awareness, articulation exercises
Articulation progress +17

Although Frank improved 17 points on the articulation test, I am afraid that there will be little carry over of his gains to everyday speaking situations.

In the beginning of the program Frank has lazy speech. By that I mean, he simply failed to open his mouth when he spoke. In addition, he often omitted consonants in the final position of words. On request Frank will produce---but constant reminders are always necessary. He does not care at all about anything.

Phillip

Age 12
I.Q. 34
Developmental
Speech and language stimulation stutters
Articulation progress +5

Phillip is a pathetic boy who seems to be going from bad to worse. He is painfully aware of the fact that there is something wrong with his speech. Due to this awareness, he has begun to give up entirely. If he has a block, he stops speaking, lower his head, and stares at the floor. He perserverates a great deal. For example, when he is asked a question, he repeats the same answer over and over and over again whether or not it is correct.

I have had a conference with Mrs. McCulla. I do not feel that she has fully accepted the fact the Phillip is retarded, much less that he does in fact have other problems. I asked for her cooperation in return for some suggestions about help for Phillip. It lasted two days. Something has to be done soon for Phillip. I am afraid he may withdraw completely.

Alicia

Age 14
I.Q. 56
Developmental
Auditory awareness, articulation, language development
Articulation progress +21

Alicia (continued)

Alicia's main trouble with the omission of consonants in the final position of words. After careful auditory awareness lessons with the tape recorder, she was able to hear the endings. A majority of our time was spent in discussion with the ever present emphasis on good speech.

Alicia"s initial enthusiasm;in this program was due to the fact that she believed it would help her prepare for the "test". In other words, it might have helped her to be placed in the public schools. After a while her interest whithered. She often asked if retarded children came to speech too. She feels that she is not retarded. She is very upset about attending school here, thus her lack of interest.

Bryan

Age 8
I.Q. 39
Developmental
Vocal exercise
Articulation progress +21

Bryan is a saucer-eyed child who was delighted by speech activities. Bryan tried to articulage with his mouth closed. This may have been do to feelings of insecurity.

Chewing exercises were helpful. The mirror was also a great help. Copy cat is a good game for exercise of the tongue, lips, and jaws.

Bryan has made great strides. His speech is more easily understood. He seems to have gained a certain amoun to speaking confidence.

George

Age 12
I.Q. 45
Developmental
Articulation, tongue thruster, stutters
Articulation progress +2

Although Geroge has improved only two points on the articulation test, I feel he has made great progress.

George is a tongue thruster; therefore, he substitutes th for s and the voiced th for z. We have done many tongue and swallowing exercises. There are many times when he still has difficulty controlling his tongue.

We have begun some very basic, but indirect stuttering therapy. George's blocks are less severe. I feel that he would benefit it he were to continue in the speech program.

Dorris

Age 8
I.Q. 45

Dorris (continued)
Developmental
Articulation and language development
Articulation progress +5

Dorris is a lazy child. Nothing seems to stimulate her. For all practical purposes, she has made no progress.

Carol
Age 12
I.Q. 46
Developmental
Articulation
Articulation progress +12

Carol is a vivacious, bubbling child who has a terrific sense of humor. She relates well to any speaking situation. Carol's language development is excellent. Her trouble lies in the glottal, plosive, and some lingua-dental consonants.

Carol is really a hard worker. Her mother is extremely cooperative in doing drill work at home with Carol. I feel that with further individual lessons, Carol will progress nicely.

Sylvia
Age 7
I.Q. 43
Developmental
Language and articulation
Articulation progress +3

Sylvia is a frail, sickly child who desperately needs medical attention. She often reeks of sickness. Her tonsils are greatly enlarged and infected; her teeth are drastically decayed. Her mother has not taken her for any medical attention. Sylvia does not eat properly either. There are times when she is so weak that she cannot stand up straight without wabbling. Her voice is weak, as though it is a great effort for her to vocalize. She substitutes d and b for most of the consonants.

I feel that until Sylvia receives the proper medical attention and diet, that speech training will do her no good at all.

Lumas
Age 10
I.Q. 41
Developmental
Language development and articulation
Articulation progress +4

Lumas has unintelligible, infantile speech. Even though he is a hard worker, he has not been able to control his articulators. I feel he will benefit the most from individual therapy.

Robert
Age 11
I.Q. 39
Developmental
Articulation, lip reading, speech conservation
Articulation progress +19

Robert has adequate language development. Unfortunately, his speech is deteriorating because he is hard of hearing. In addition, he is blind in one eye; the sight of the other eye is failing rapidly. His mother has not taken him to the doctor as of late.

In spite of his multiple handicaps, Robert has done a wonderful job in speech. He is able to produce s, z, sh, dg, j. His speech reading ability is progressing nicely. Nevertheless, since his ability to communicate depends exclusively on the residual hearing and vision, I strongly recommend that he consult a doctor at once, if not sooner.

Sharon
Age 11
I.Q. 30
Developmental
Speech and language development
Articulation progress +6

Sharon is a very nervous child who shakes whenever she is asked to speak. Her speech was unintelligible; it still has the tonal quality of a hard of hearing individual. Since her vowels were distorted, we began working on vowel drills. In addition, Sharon was encouraged to imitate simple sentence patterns.

In spite of her nervousness, Sharon took an active part in her group. She responded well to auditory training with the tape recorder. At the close of the program, Sharon was much more at ease in speaking situations. I am very pleased with her improvement.

Tammy
Age 9
I.Q. 47
Developmental
Articulation
Articulation progress +14

Tammy is a lazy child who seems to be proud of her immature speech and language. She is actually capable of producing all sounds, but simply does not care to put forth any effort.

Louis
Age 12
I.Q.
Developmental
Articulation
Articulation progress +15

Louis is an inquisitive boy. At the beginning of the term, he asked

Louis (continued)

many questions about the larynx, as well as many other scientific phenomenon.

Louis worked on language development and on many consonant sounds. He has difficulty controlling his tongue. Further therapy is indicated.

Marguerite
Age 13
I.Q. 46
Developmental
Language stimulation
Articulation progress +3

Marguerite's main problem stems from her "I don't care attitude". Nothing I could do would motivate her. She is capable of good speech, but will not put forth any effort to achieve her goal.

ACTIVITY V

SUMMER SCHOOL

Funded through

TITLE I

of the

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Conducted by the

MISSOURI SCHOOLS FOR THE RETARDED

TRAINING PROGRAM - RETARDED CHILDREN

MISSOURI STATE DEPARTMENT OF EDUCATION

EVALUATION OF TITLE I PROJECTS

Summer, 1967

Operating under

THE ELEMENTARY AND SECONDARY

EDUCATION ACT OF 1965

PUBLIC LAW 89-10

Material Compiled and Analyzed

by

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September, 1967

State Department of Education

Hubert Wheeler, Commissioner

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Division of Administration

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FOREWORD

by

B. W. Sheperd, Director

State Schools for Retarded Children

With the continued approval of the State Schools for the Retarded as a program eligible for participation under Public Law 89-10, Amendment 313, Title I, plans were completed early in the year to provide specialized programs in physical education and recreation, pre-kindergarten, audio-visual instruction, speech stimulation, summer term school services, in-service education and school-home coordinator activity.

These programs were geared to emphasize motor skills, to expand educational experiences and cultural enrichment opportunities, to improve verbal functioning and auditory understanding, to provide information regarding new methods of instruction and to improve social stability and educational readiness of present and potential enrollees.

This publication is brought to you in order to describe the progress of these activities and to present some of the findings and results of intensive efforts in each area. It is hoped that the findings and results of this program will be helpful to all who seek to provide improved services for the retarded.

TRAINING CENTERS OPERATING

A SIX WEEK SUMMER PROGRAM

(June - July, 1967)

TRAINING CENTER NO.	TRAINING CENTER LOCATION	ENROLLMENT
1	Springfield, Missouri	75
7	O'Fallon, Missouri	24
9	North Kansas City, Missouri	89
10	Kennett, Missouri	60
11	Cape Girardeau, Missouri	32
12	Kansas City, Missouri	90
13	St. Louis, Missouri	119
22	Neosho, Missouri	31
36	Hannibal, Missouri	22
	Total -	542

TRAINING PROGRAM - RETARDED CHILDREN

Aims and Objectives of Summer Program, 1967

I. Reinforcement and continuation of objectives of the State Training Program for Retarded Children.

   A. To develop communicative skills.

      1. Language development.
      2. Number concept.
      3. Functional reading.
      4. Writing skills.
      5. Monetary values.
      6. Concept of time.
      7.
      8.
      9.
      10.

   B. To develop pride in personal appearance and good health habits.

      1. Personal hygiene.

         a. Care for hair.
         b. Care for nails.
         c. Washes hands and face.
         d. Bathes himself.
         3. Dresses himself.
         f. Uses approved toilet routine.

      2. Eating Habits.

         a. Eats with proper manners.
         b. Accepts a variety of nutritious foods.

II. To make available opportunities for recreation and other experiences necessary for the development of social adequacy.

   A. To develop greater independence away from the home setting.

      1. Overnight camping
      2. Using public transportation.
      3. Visit public places.

         a. Restaurants and cafeterias.
         b. Theatre.
         c. Ball park.
         d.
         e.

B. To develop appreciation of environment as well as aesthetic and moral values.

1. Cultivate enjoyment of art.
2. Cultivate enjoyment of music.
3. Cultivate enjoyment of nature.
4. Cultivate a respect for authority and property of others.
5. Visits to Churches, Cathedrals, and Synagogues.
6.

C. To develop an interest in different types of recreation.

1. Swimming.
2. Bowling.
3. Skating.
4. Camping.
5. Hiking and picnicking.
6. Cook-out.

D. To develop an awareness of safety habits.

1. Experiences with traffic safety.
2. Experiences with school and home safety.
3. Recreational safety.
4.
5.

TRAINING PROGRAM - RETARDED CHILDREN

MISSOURI STATE DEPARTMENT OF EDUCATION

STUDY OF PUPIL PROGRESS

Summer Term

1967

As Partial Fulfillment
of
The Requirements

for

TITLE I

of the

Elementary and Secondary Education

Act of 1965

Public Law 89-10

Material Compiled and Analyzed

by

Dewey Bilyeu

and

Jess A. LaPuma

STUDY OF PUPIL PROGRESS

INTRODUCTION

During the past two years, the teachers working with the Training Program for Retarded Children in the State of Missouri have been asked to evaluate the progress of each pupil enrolled in the program. A study of pupil progress check list was developed by the staff of the Training Program, Retarded Children, State Department of Education in Missouri. The check list was to be used as an evaluation tool in the training centers in the State of Missouri.

The basic ideas of the Behavior Check List were incorporated in the development of the Study of Pupil Progress form used for the summer term of 1967. The summer school program was made possible through funds allocated by the Federal Government under PublicLaw 89-10, the Elementary and Secondary Education Act of 1965.

PROBLEM

It was the purpose of this study to evaluate in what degree each trainable mentally retarded child could benefit from a state training program during a summer term; and to record the growth or lack of growth from the beginning of the summer term to the end. The check list was developed with the expected goals of the Training Program of the State of Missouri in mind, and was designed to be used by the teachers in the program.

Importance of the Study. In determining the importance of the study, one must consider that there are very few, if any, tools of measuring the progress of the trainable child. No standardized tools of measuring the progress of the trainable child were available for the study of pupil progress.

Administration of the Evaluation. In using this check list, the validity becomes the responsibility of the teacher who is asked to make the value judgments. His honest, realistic value judgments of children in his classroom should produce the most valid report. By no means should a teacher evaluate a child who is not a day-to-day relationship in his classroom.

Each statement must be taken as a separate skill as each child must be considered as an individual, remembering that there is no comparison between children, but that each is measured in relation to his own performance.

Scoring of the Evaluation. At the right of each statement is a range of values, from non-proficient to proficient. Example:

Non-Proficient	Moderately Proficient	Proficient
0 1 2	3 4 5	6 7

1. The evaluator will award a point value as to how near proficient the child is in this skill. If he has little proficiency in the skill, he could obtain a score of possibly a "1" by placing a circle around the number"1", if no proficiency a "0". If he were totally proficient this would be indicated by placing a circle around "7".

2. When all statements within an area have been rated as to point value of proficiency, the numbers circled are added. This total is placed in the Area Raw Score Total blank. This scoring plan is to be followed in all eleven areas with each area totaled at the end of area.

3. The totals are entered on page 1 of the check list and are added to give the Grand Total of all areas.

In order that an unbiased cross section of a group of pupils could be selected for the study, the tables of random number samplings as provided by Sir Ronald H. Fisher, and Frank Yates, on page 114 of their book, Statistical Tables for Biolcgical Agricultural and Medical Research, were used.

FINDINGS: A sample of children from three age groups were chosen. The age groups were arranged as follows: Younger age group, from ages 7 years to 10 years; Intermediate age group from ages 11 years to 15 years; and Older age group from ages 16 years to 20 years.

The ten training centers in the State of Missouri holding summer terms were all involved in this study. Table I indicates the training center, its number, location and enrollment.

Table I shows a sample of the Study of Pupil Progress form used during the summer term. This evaluation was administered to each child in the program at the beginning of the summer term and at the close of the term. Table II, III, and IV indicate the pupils of the younger, intermediate, and older age groups respectively who were subjects for the study. Also indicated are nemes of the pupils, their rendom number sampling, and teachers name, the training center number and the raw score derived from the first evaluation and the last evaluation.

Table V indicates the comparisons of growth in average raw score of the pre-test and post-test. Table VI indicates the total average raw score growth according to age grouping.

TABLE I

TRAINING PROGRAM - RETARDED CHILDREN

STUDY OF PUPIL PROGRESS
Summer Term, 1967

P. L. 89-10
TITLE I

Date ____________________ State School No. ______

Pupil Name __________________________________ Age _____ Teacher __________________

TOTAL RAW SCORE

Area I - Communicative Skills	__________
Area II - Physical Training	__________
Area III - Development of Social Independence	__________
Area IV - Safety	__________
Area V - Personal Appearance and Health Habits	__________
Total of All Areas	__________

	NON-PROFICIENT	MODERATELY PROFICIENT	PROFICIENT
I. COMMUNICATIVE SKILLS			
1. Counts objects to 5	0 1	2 3	4 5
2. Understands concepts of size (big, little, tall, short).	0 1	2 3 4	5 6
3. Identifies nine basic colors.	0 1 2	3 4 5	6 7
4. Prints whole name.	0 1 2	3 4 5	6 7
5. Tells time by hour.	0 1 2	3 4 5	6 7 8
6. Makes change up to 25 cents.	0 1 2	3 4 5	6 7 8
7. Counts objects to 12.	0 1 2	3 4 5	6 7 8
8. Prints own address.	0 1 2 3	4 5 6	7 8 9 10

		NON-PROFICIENT	MODERATELY PROFICIENT	PROFICIENT
9.	Recognizes the survival words (women, men, danger, exit, etc.).	0 1 2 3	4 5 6	7 8 9 10
10.	Knows telephone number.	0 1 2 3	4 5 6	7 8 9 10
11.	Dials telephone correctly.	0 1 2 3	4 5 6	7 8 9 10

Area I - Raw Score Total ______

II. PHYSICAL TRAINING

1.	Runs.	0	1	2
2.	Jumps.	0 1	2	3
3.	Marches.	0 1	2 3	4 5
4.	Hops.	0 1	2 3	4 5
5.	Skips	0 1	2 3 4	5 6

Area II - Raw Score Total ______

II. DEVELOPMENT OF SOCIAL INDEPENDENCE

1.	Follows simple directions.	0 1	2 3	4
2.	Controls voice and laughter.	0 1	2 3	4
3.	Willing to share and take turns.	0 1	2 3	4 5
4.	Displays sportsmanship.	0 1	2 3 4	5 6
5.	Respects property of others.	0 1	2 3 4	5 6
6.	Behaves properly in group activity	0 1 2	3 4 5	6 7 8
7.	Makes proper reaction to authority.	0 1 2 3	4 5 6	7 8 9 10
8.	Uses leisure time wisely (entertains self with activities of good taste in accordance with his level of understanding).	0 1 2 3	4 5 6	7 8 9 10

Area III - Raw Score Total _____

SAFETY	NON-PROFICIENT	MODERATELY PROFICIENT	PROFICIENT
1. Displays acceptable behavior toward strangers and unfamiliar animals.	0 1	2 3	4 5
2. Responds to traffic signals.	0 1 2	3 4 5	6 7 8
3. Regards safety practices in work and play.	0 1 2	3 4 5	6 7 8

Area IV - Raw Score Total ________

V. PERSONAL APPEARANCE AND HEALTH HABITS

1. Washes hands and face.	0 1	2	3
2. Uses approved toilet routines.	0 1	2 3	4
3. Brushes and combs hair.	0 1	2 3	4 5
4. Bathes himself.	0 1 2	3 4 5	6 7 8
5. Cares for nails.	0 1 2 3	4 5 6	7 8 9 10
6. Dresses himself.	0 1 2 3	4 5 6	7 8 9 10

Area V - Raw Score Total ________

TABLE II.

YOUNGER AGE GROUP 7-10

NAME	CENTER NO.	RANDOM NO.	TOTAL RAW SCORE OF TESTS PRE	POST	DIFFERENCE	TEACHER
Steven Aldrich	36	128	107	128	21	Carroll
Jimmy Basore	12	135	57	86	29	Gunter
Paul Baty	1	142	49	78	29	Rice
Bob Bell	12	122	106	160	54	Elder
Wayne Bell	11	16	101	117	16	Heisserer
Joseph Cohen	13	95	54	65	11	Pritchard
John Coyle	9	13	49	81	32	McKinney
Jill Davis	22	3	36	38	2	Easson
Suzanna Diaz	9	30	62	71	9	Box
Raymond Ditto	36	37	46	45	-1	Daugherty
Debbie Egelhoff	7	11	28	21	-7	Kohn
Gary Farrell	10	17	28	29	1	Hill
Steve Gumble	1	138	98	137	39	Rice
Chris Gerding	11	2	131	132	1	Kirn
Donaldman	13	10	44	64	20	Dent
Helen Harris	13	23	48	27	9	Adderley
Ralph Herron	36	57	124	137	13	Carroll
Jummy Hitchock	1	75	93	93	0	Pickering
George Hopper	11	48	127	122	-5	Kirn
Michael Jones	13	89	50	65	15	West
Clay Joyner	13	110	23	25	2	Pritchard
Freeda Knighten	10	86	45	48	3	Callens
Debbie Manahan	11	92	79	83	4	Kirn
Marilyn Numann	36	43	48	60	12	Carroll
Lumas Pendleton	13	91	58	72	14	West
Randy Roark	22	4	43	72	29	Readshow
Mary Shepherd	36	129	57	71	14	Carroll
Cynthia Tebbs	12	108	11	14	3	Morrison
Michael Thomas	13	33	29	36	7	James
Riesa Waggoner	11	58	71	75	4	Kirn

TABLE III

INTERMEDIATE AGE GROUP 11-15

NAME	CENTER NO.	RANDOM NO.	TOTAL RAW SCORE OF TESTS PRE	POST	DIFFERENCE	TEACHER
Cynthia Badgley	22	4	22	10	10	Moss
Benjamin Barry	13	17	89	126	37	Williams
Ruby Brisher	10	56	170	185	15	Williams
Debra Brown	36	63	112	131	14	Carroll
Joe Carter	10	34	164	179	15	Puckett
Richard Casey	12	58	44	97	53	Wedin
Craig Coleman	36	19	130	150	20	Carroll
Sharon Conklin	9	27	171	174	3	Caskey
Bilbo Culbertson	12	24	65	90	25	Estes
Nancy Drebes	36	53	98	129	31	Carroll
Cheryl Edmonds	13	38	24	27	3	Adderley
Linda Sue Fore	7	71	80	104	24	Stevens
Joan Gott	36	54	126	149	23	Carroll
Nancy Gray	12	32	95	73	-22	Carter
Carol Holman	36	69	139	145	6	Carroll
Kenneth Krause	12	75	125	166	41	Wedin
Constance Mallory	36	28	154	180	26	Carroll
Maxine Lewis	10	30	113	146	33	Puckett
Mary Lusk	12	12	133	151	18	Johnson
Donnie Melton	7	21	24	27	3	Kohn
Jimmy Martin	13	67	77	90	13	Carr
Joyce McIntosh	1	14	30	49	19	Hughes
Harry McNeal	13	9	54	85	31	Rhodes
Darrell Norfolk	36	23	72	74	2	Daugherty
Shirley Owens	36	26	94	121	27	Daugherty
William Petty	10	5	148	160	12	Puckett
Don Russell	22	8	152	156	4	Readshow
Pasty Smith	12	98	91	122	31	Ahight
Sue Smith	1	118	161	201	40	Cunningham
Bonnie Ray Stokes	1	100	89	131	42	Devitt

TABLE IV

OLDER AGE GROUP 10-20

NAME	CENTER NO.	RANDOM NO.	TOTAL RAW SCORE OF TESTS			TEACHER
			PRE	POST	DIFFERENCE	
Willian Blackwell	13	94	105	102	-3	Deppong
Mike Bobb	22	62	132	135	3	Readshaw
Chris Bridges	9	5	126	150	24	Simmons
Cecil Brown	13	78	116	131	15	Deppong
William Brown	13	12	96	87	-9	Bowels
Mildred Curtis	13	28	102	126	24	Mitchell
Cathy Caston	12	123	122	146	24	Johnson
Della Chatman	36	17	60	57	-3	Daugherty
Stephen DeGoche	12	38	109	132	23	Estes
Carl Drapper	1	126	78	77	-1	Devitt
Rudy Fehrman	36	66	104	122	18	Daugherty
Shirley Ann Gibbs	10	91	196	165	-31	Williams
Dennis Grote	36	20	120	149	29	Daugherty
Mark Haven	12	50	143	182	39	Estes
David Haworth	1	23	24	29	5	Hughes
Troy Holt	10	38	78	64	-14	Wilson
Linda Hurst	12	6	103	119	16	Johnson
Connie Keltner	1	152	75	123	48	Cunningham
John Kolb	7	140	142	141	-1	Stevens
Bill Mansker	1	62	130	137	7	Devitt
Norman Miller	13	14	100	94	-6	Mitchell
Jan Etta Pike	1	131	116	137	21	Cunningham
Kelsa Reynolds	12	153	137	151	4	Johnson
Queen Richardson	13	62	156	159	3	Mitchell
Gary Rogers	36	71	142	145	3	Daugherty
Dianna Russell	22	7	122	119	-3	Moss
Roy Sexton	13	18	46	39	-7	Bowles
Dorothy Seyer	11	39	183	185	2	Krone
Tena Wasserstrom	12	127	50	34	-16	Carter
Linda White	1	10	77	115	38	Cunningham

TABLE V

COMPARISONS OF GROWTH IN AVERAGE RAW SCORE

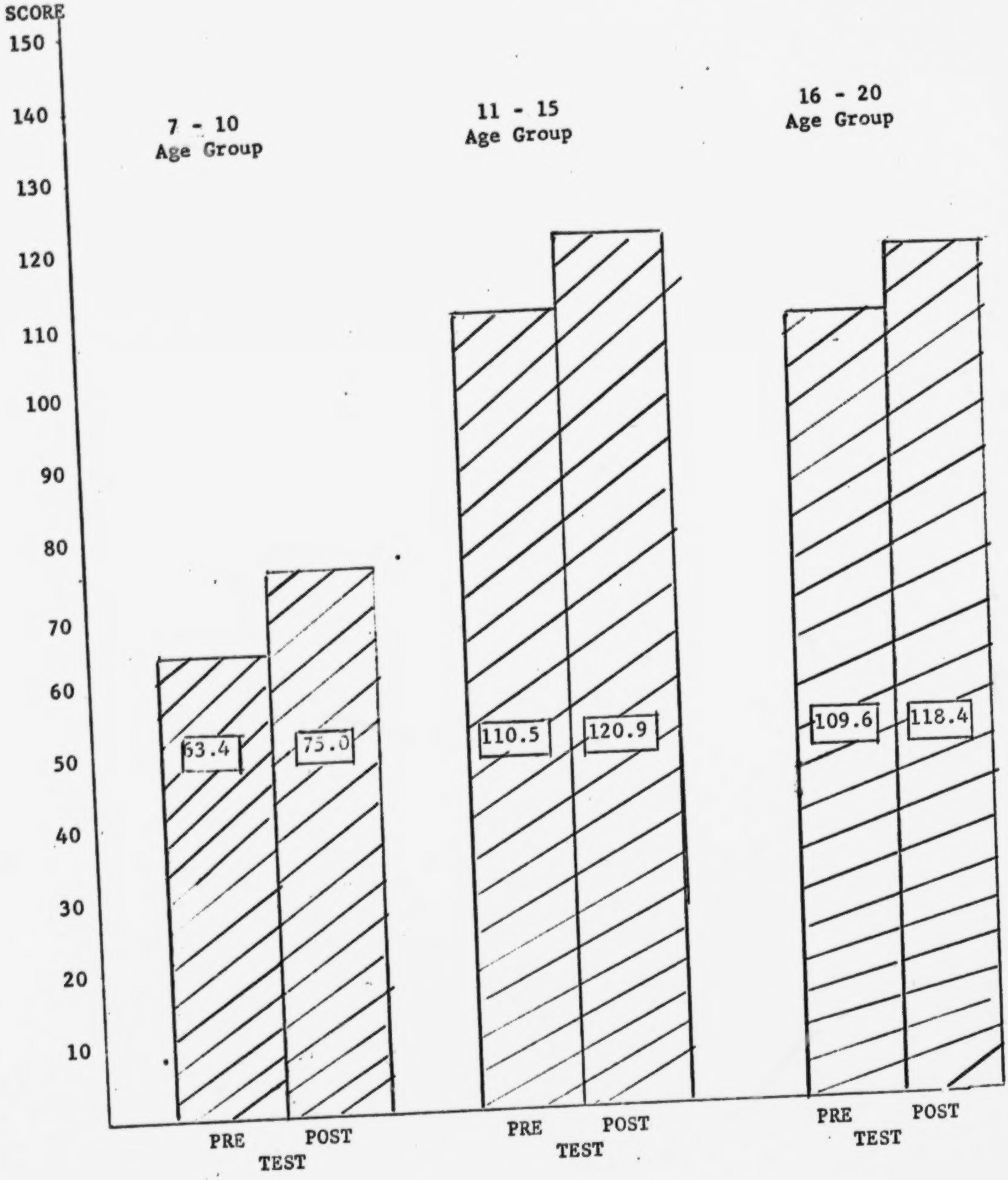
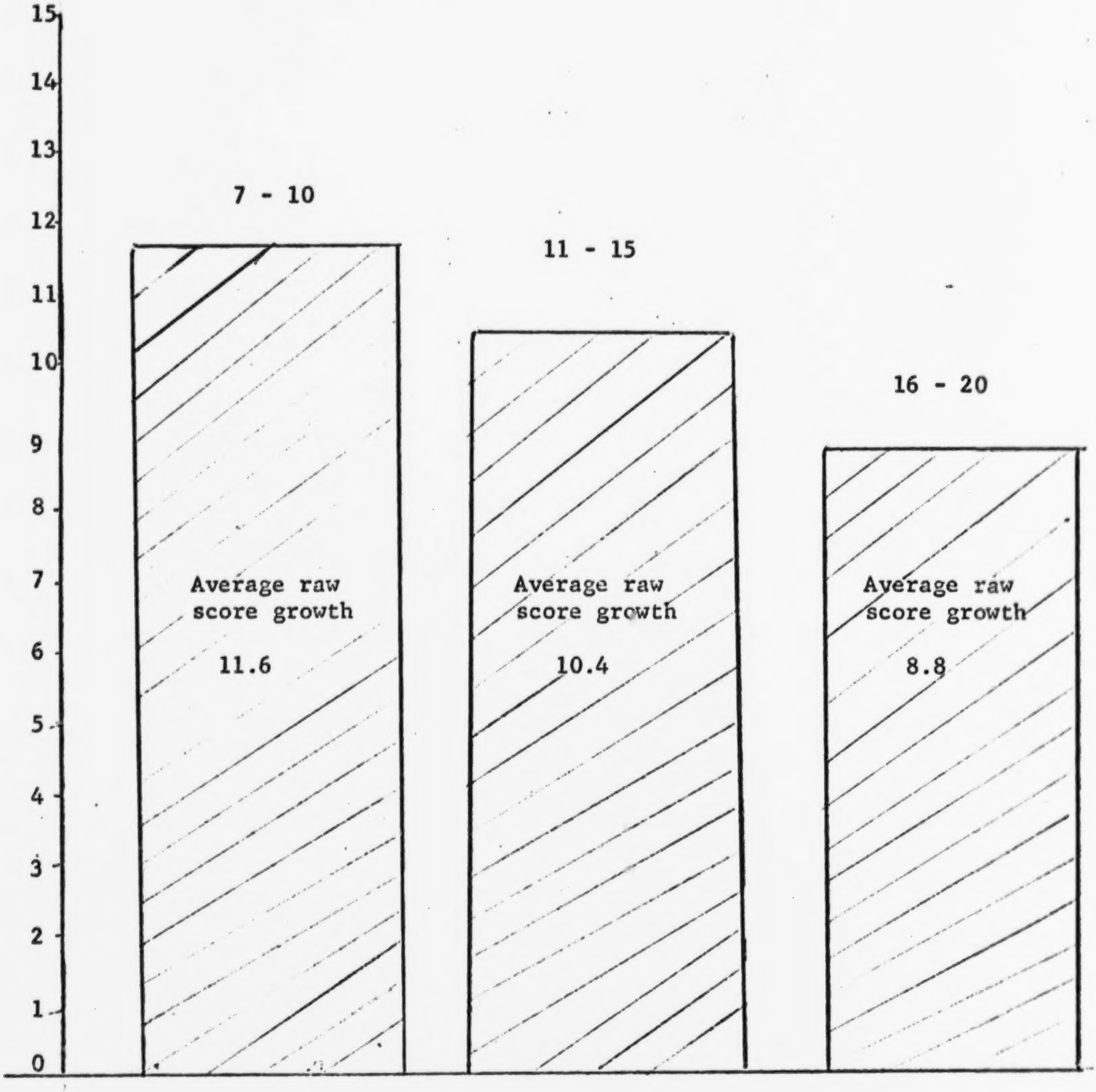


TABLE VI

TOTAL AVERAGE RAW SCORE GROWTH ACCORDING TO AGE GROUPING

(Difference of Pre and Post Tests)



PARENT JUDGMENT

At the close of the summer term, the parents of some of the children enrolled in the summer program were requested to complete a parent judgment form (sample attached). The purpose of using this form was to get the impressions the parents might have had concerning h the growth of their children in the various areas of the summer program objectives.

Ninety-eight parents participated in this project and the results of the questionnaire are as follows:

IN YOUR JUDGMENT - DO YOU FEEL THAT YOUR CHILD HAS GAINED INDEPENDENCE AND GROWTH IN THE FOLLOWING AREAS:

	YES	NO
A. Communicative skills such as speech development, and the value of money.	90	8
B. Personal appearance and good health habits such as dressing, and bathing himself.	94	4
C. Independence away from the home setting such as camping, visiting public places, and eating in restaurants.	94	4
D. Appreciation of environment as well as aesthetic and moral values such as enjoyment of music, and nature.	97	1
E. Various types of recreation such as swimming, bowling, skating, camping, etc.	96	2
F. Awareness of safety habits as in traffic, at home, and at play.	95	3

Parents Signature ______________________________

(Please return to school by the last Wednesday of Summer Term.)

TEACHER JUDGMENT IN RANKING PROGRAM

OBJECTIVES, SUMMER TERM 1967

The 54 teachers who were involved in the Summer Term, 1967, were asked to rank, according to their judgment, the objectives of the summer program. They were asked to rank which objectives were the most worthwhile for the pupils enrolled during the term.

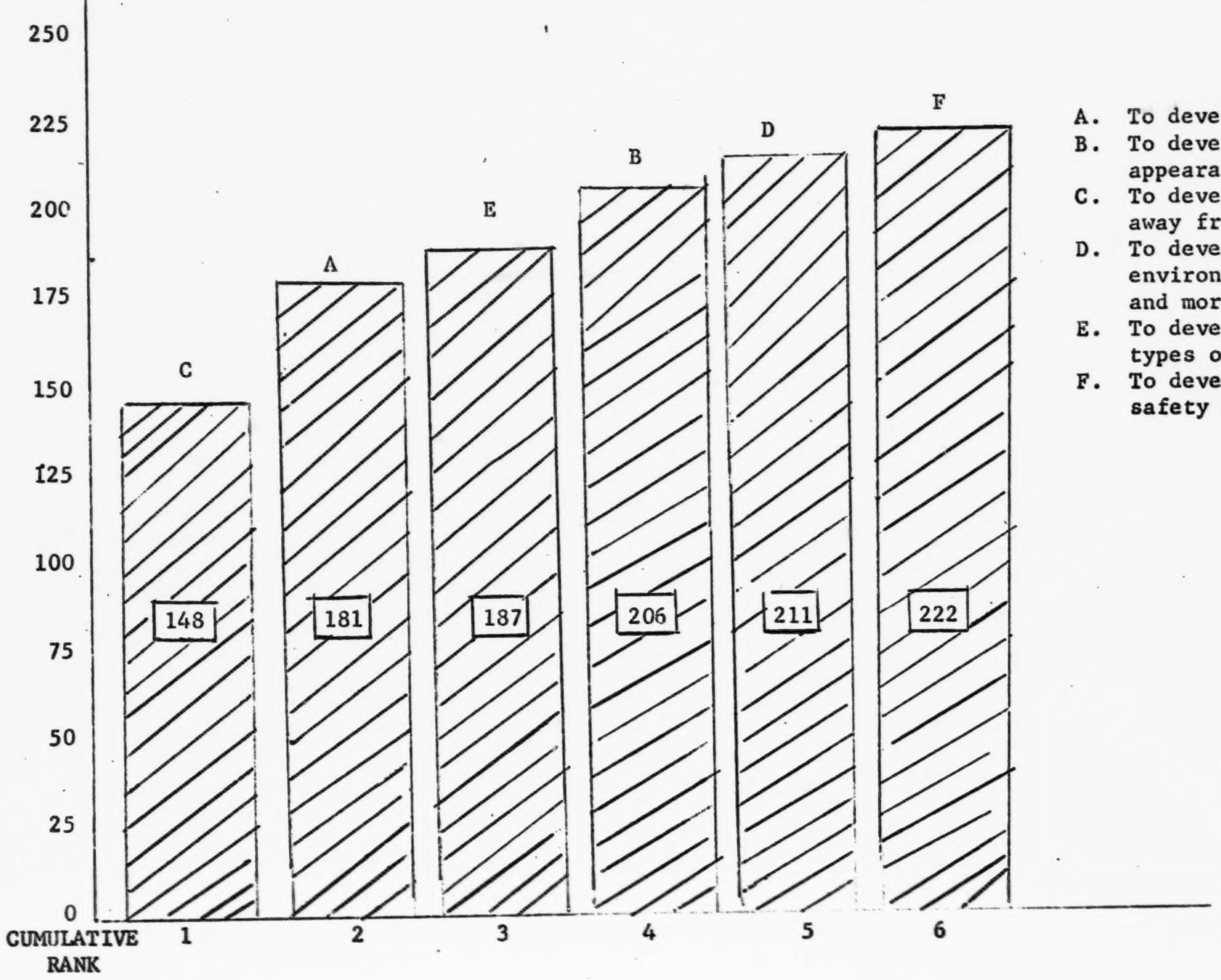
A Sample of the Objectives Are Listed Below

Review the objectives of the Summer Program and determine, according to your judgment, which objective seemed most worthwhile - then rank each one using numbers from 1 throught 6.

RANK 1 - 6:		OBJECTIVES:
______________	A.	To develop communicative skills.
______________	B.	To develop pride in personal appearance and good health habits.
______________	C.	To develop greater independence away from the home setting.
______________	D.	To develop appreciation of environment as well as aesthetic and moral values.
______________	E.	To develop an interest in different types of recreation.
______________	F.	To develop an awareness of safety habits.

The following page contains a graph showing the teacher rankings of objectives of the summer program. The objective which received the lowest total number of points is ranked as number 1, while that objective receiving the greatest number of points is ranked as number 6.

TEACHER RANKINGS OF OBJECTIVES OF SUMMER PROGRAM



OBJECTIVES

A. To develop communicative skills.
B. To develop pride in personal appearance and good health habits.
C. To develop greater independence away from the home setting.
D. To develop appreciation of environment as well as aesthetic and moral values.
E. To develop an interest in differen types of recreation.
F. To develop an awareness of safety habits.

RECREATION AND SOCIALIZATION STUDY

INTRODUCTION

One of the major aims of the summer program was as follows:

> "To make available opportunities for recreation
> and other experiences necessary for the development
> of social adequacy."

With this aim as a guide, the summer program for 1967 developed into a summer of very active and exciting experiences. Only the children who did not participate in the summper program previously are included in this study, a total of 117 pupils.

The activities experienced were many, as Table I in this report indicates. It is noted that in the ten centers in operation during this summer, the children participated in the various activities 2,345 times during the summer term. Those pupils having experienced any one activity for the first time in their lives went on record as having experienced 583 new activities.

Included in this report is the Recreation, Socialization, and Community Interaction Questionnaire form used in the study. (See Table II) Also included is the form used as a parent release for their children to participate in the variety of activities offered during the summper program. (See Table III)

TABLE I

The information on these pages indicate the total number of times the activities as outlined for the summer program of recreation, socialization, and community inter-action were carried out. The teachers were encouraged to expose the pupils to as many activities as possible. In many instances, unfortuantely, time did not permit the participation of all pupils in each and every activity. Column I, below, shows the various activities as outlined. Column II indicates the number of times the activities were actually experienced by the 117 pupils participating in this project. Column III shows the number of pupils experiencing an activity they have been exposed to, for the first time in their lives. (Attached is a copy of the questionnaire used by the parents and teacher. The material used in this report was collected from this form.)

I ACTIVITIES AS OUTLINED FOR SUMMER TERM 1967	II Total number times the activities experienced during summer term	III Total number pupils experiencing the activities first time
1. Stay overnight in the home of someone other than a relative	3	3
2. Camp out overnight	69	49
3. Visit a farm	79	44
4. Go fishing	36	18
5. Picnic in a public park............	230	45
6. Use a public swimming pool	437	58
7. Bowl at a bowling alley	77	35
8. Skate in a roller skating rink	84	26
9. Visit such public places as a fire station, city hall, etc	818	53
10. Visit a musuem	73	58
11. Visit a theatre	49	21
12. Visit a public library	53	29
13. Use commercial transportation	23	7
14. Visit a ball park	27	16

TABLE I (cont.)

I ACTIVITIES AS OUTLINED FOR SUMMER TERM 1967	II Total number times the activities experienced during summer term	III Total number pupils experiencing the activities first time
15. Visit a zoo	74	38
16. Eat in a restaurant	76	39
17. Eat in a cafeteria	3	1
18. Shop in a supermarket	45	16
19. Wash and dry clothes at a laundromat	22	9
20. Visit a shopping center or department store	70	18
TOTAL	2,345	583

TABLE II

TRAINING PROGRAM - RETARDED CHILDREN

Summer Term, 1967

P. L. 89-10
TITLE I

RECREATION, SOCIALIZATION, AND COMMUNITY INTERACTION QUESTIONNAIRE

(To be completed at the beginning of summer program)

Date____________________ Center No._____

Pupil Name______________________________ Age____ Years enrolled in TPRC_______
(First) (Last)

HAS YOUR CHILD HAD THE OPPORTUNITY TO:			If Yes, How Often?	For School Use Only *	
				A	B
1. Stay overnight in the home of someone other than a relative..............................	YES____	NO____	______	______	______
2. Camp out overnight............................	YES____	NO____	______	______	______
3. Visit a farm..................................	YES____	NO____	______	______	______
4. Go fishing....................................	YES____	NO____	______	______	______
5. Picnic in a public park.......................	YES____	NO____	______	______	______
6. Use a public swimming pool....................	YES____	NO____	______	______	______
7. Bowl at a bowling alley.......................	YES____	NO____	______	______	______
8. Skate in a roller skating rink................	YES____	NO____	______	______	______
9. Visit public places such as a fire station, city hall, etc..............................	YES____	NO____	______	______	______
10. Visit a museum...............................	YES____	NO____	______	______	______
11. Visit a theatre..............................	YES____	NO____	______	______	______
12. Visit a public library.......................	YES____	NO____	______	______	______
13. Use commercial transportation................	YES____	NO____	______	______	______
14. Visit a ball park............................	YES____	NO____	______	______	______
15. Visit a zoo..................................	YES____	NO____	______	______	______
16. Eat in a restaurant..........................	YES____	NO____	______	______	______
17. Eat in a cafeteria...........................	YES____	NO____	______	______	______
18. Shop in a supermarket........................	YES____	NO____	______	______	______
19. Wash and dry clothes at a laundromat.........	YES____	NO____	______	______	______
Visit a shopping center or department store..	YES____	NO____	______	______	______

Parents Signature______________________________________

* A - Teacher indicate number of times activities were experienced during summer term.
B - Reserve for further tabulation.

P.L. 89-10
Title I

TABLE III

TRAINING PROGRAM - RETARDED CHILDREN

Summer Term, 1967

Date ____________________

I am the parent or guardian of ______________________________.
Child's Name

Our family doctor states it will be all right for (him, her) to engage in the activities which I have checked.

Remarks

____ Skating

____ Bowling

____ Swimming

____ Hiking

____ Camping

____ Field Trips

My child is ____ is not ____ susceptible to poison ivy.

My child is ____ is not ____ subject to seizures. If so, how often? ____

____
Parent's Signature

EVALUATION OF THE SUMMER SWIMMING PROGRAM, 1967

Submitted by

The Missouri Schools for the Retarded

for

Title I Evaluations of the Elementary and

Secondary Education Act of 1965

EVALUATION OF THE SUMMER SWIMMING PROGRAM 1967

A summer swimming program was carried out in eight of the State Schools operating during the summer term of 1967. The program involved 340 pupils ranging in age from 6 to 20.

Each school participating in the swimming project was asked to follow various standards set by the American Red Cross and instructions outlined by the State Department of Education, Section of the Missouri Schools for the Retarded.

1. The pupils were to be grouped according to their abilities and achievements in the water sport.
2. The explanation and demonstration of water safety rules was to be given to all pupils involved.
3. The major objectives of the program were to make the pupils aware of water safety, enjoy being in the water, and become more able to use skills they were taught.

The following procedures developed in a program by the Toronto Association for Retarded Children of Toronto, Canada:

PROCEDURE

So as not to confuse the children, the same routine should be followed during the first part of every swim period.

1. After having showered, the pupils should walk into the pool area.
2. Sit down on deck at the shallow end of the pool.
3. Director or Head Instructor should take attendance.
4. Bodies and feet should be checked for open sores, rashes, Plantar warts and Athlete's foot.
5. Director or Head Instructor talks to pupils briefly regarding rules of pool safety.
6. Allocate pupils to Instructors.
7. All pupils move to edge of pool, sit with feet in the water.
8. On signal - wash the water over arms, legs, chest, face.
9. Pupils for class instruction, stand up on deck and move with their Instructors to chest-deep water or deep water area.
10. Those in shallow water area, stay where they are and their individual Instructors take charge.
11. Pool Patrols take their stations.
12. All new pupils should be screened the first day by an Instructor in the shallow water to determine their level of ability.

TEACHING SUGGESTIONS

1. Use the same Instructor - child relationship at first. Children look for a familiar face and build up confidence in one person.
2. Establish routines quickly.
3. From the 1-1 ratio of Instructor and child, develop group instruction in the shallow water area, with the Instructors working in the water with the children.
4. When a child progresses to the chest-deep water area he may join a class, then the Instructor teaches from the deck, only entering the pool to demonstrate a particular skill.
5. Demonstration and repetition are the keys to successful progression.
6. Demonstration of every skill is absolutely essential.
7. Give the skill a name, but verbal explanations alone are meaningless and a waste of time.
8. Great enthusiasm on the part of the Instructor is a must. Remember that this is an activity that has to be sold to these children, make it a fun thing to do. All children have to be motivated, very little initiative is shown in the beginning. They must be encouraged, pushed and applauded every inch of the way. Most would be quite content to play and splash. It takes real fortitude, inventivness and hard work on the Instructor's part to get results.
9. Be positive in your direction, keep commands clear and simple.
10. Keep the children active, teach indirectly by using the game approach to teach the basic skills.
11. Review all basic skills at the beginning of each class.
12. As the attention span is short, do not spend the entire lesson time teaching one skill.
13. If the child has difficulty mastering a skill, go back to some lesser achievement he can do well, and then try again.
14. Give each child the opportunity to demonstrate a skill to the remainder of the class. This will be a source of much satisfaction to the pupil, and may motivate others to work harder.
15. Nothing succeeds like success, so give the child the praise and recognition he deserves.
16. Set limits in the beginning and stick to them.
17. Be firm and maintain good discipline at all times. A swimming program for trainable retarded children presents a very real challenge to the Instructors involved.

There is no magic key to open the door to success, it is your own personality, inventiveness, interest and patience that will turn the lock.

Good luck!

The results of the project are as follows:

The program consisted of 340 pupils. The average number of swimming days or lessons for pupils in each age group are as follows: Ages 6-10, 8.9 lessons; Ages 11-15, 9.5 lessons; Ages 16-20, 9.5 lessons. (See graph I) The average number of skills learned for each age group are; Ages 6-10, 4.1 skills learned; Ages 11-15, 6.4 skills learned; and Ages 16-20, 7.4 skills learned. (See graph I)

Graph No. II indicates the number of swimming days and number of skills learned for each school involved in the project.

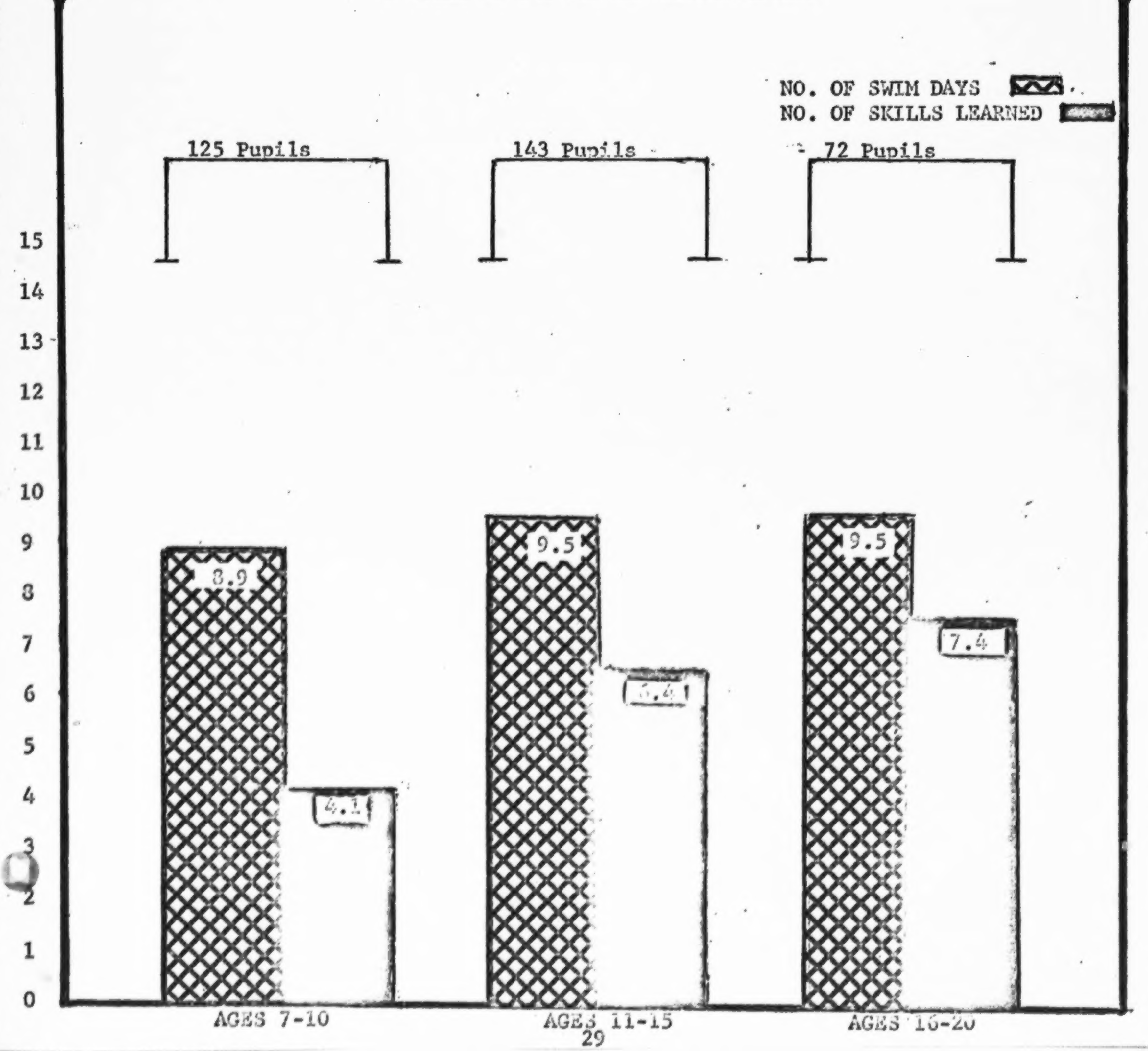
In conclusion, a quote from the report of one of the water safety instructors seems appropriate. Mr. Richard W. Ridenour, the water safety instructor at State School No. I made the following statement, "An important question that should be answered is, 'Did the swimming program really accomplish its purpose?' The apparent progress shown by the children indicates that it has. This chance to get into the water gives many of these children confidence in themselves. Confidence is an important thing for them to have. A secondary reason is that it enables them to gain experience that they may never have had another opportunity to obtain."

The water safety instructor at State School No. 11 in Cape Girardeau had this to say about the program. "It is felt that being able to enjoy swimming was a big factor with these children. At the end of just a few short weeks all were eager and able to have fun at the pool in their own way, whether it be blowing bubbles, or kicking while holding on the side of the pool. Also, at the end of the six weeks two of the children at State School No. 11 were awarded Red Cross Beginner Cards and all received Certificates of Learning issued by the American Red Cross."

I

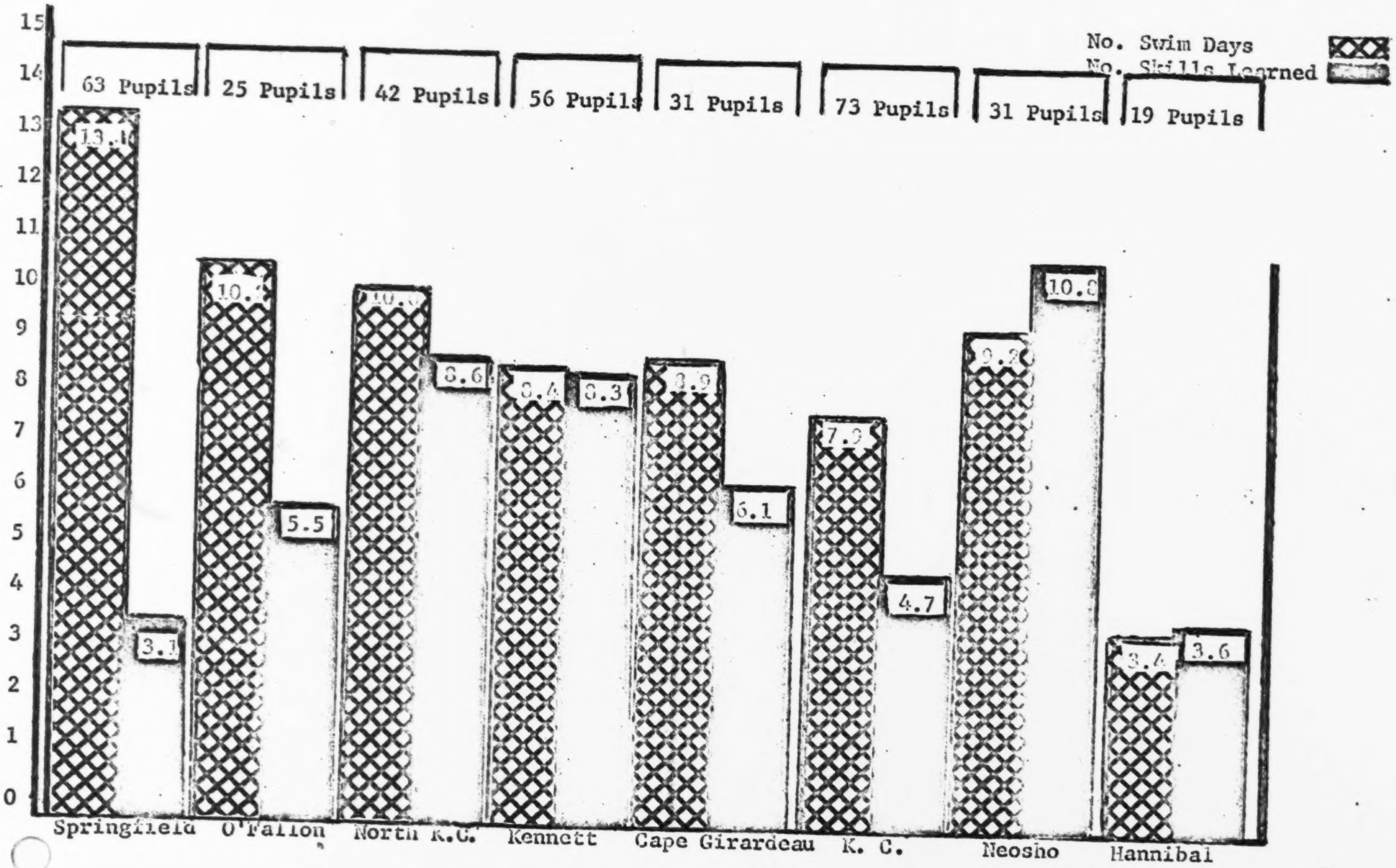
AVERAGE NUMBER OF SWIMMING DAYS AND AVERAGE NUMBER OF SKILLS LEARNED FOR ALL AGE GROUPS IN ALL SCHOOLS PARTICIPATING IN THE SWIMMING PROGRAM DURING THE SUMMER SCHOOL TERM, 1967

A TOTAL OF 340 PUPILS PARTICIPATING



II

COMPARISON OF THE AVERAGE NUMBER OF SWIM DAYS AND AVERAGE NUMBER OF SKILLS LEARNED FOR ALL AGE GROUPS IN ALL OF THE PARTICIPATING SCHOOLS DURING THE SUMMER TERM, 1967



CASE STUDIES

and

PUPIL NARRATIVES

Each teacher working with the summer school program was asked to become particularly familiar with one child who, in their opinion, related the most interesting and unusual behavior and noticeable progress of the pupils enrolled in the class. Then, at the end of the summer term, the teacher was asked to write a narrative concerning the behavior and progress of the pupil.

Fifty-four narratives were submitted, but because of self-imposed limitations to the length of the summer project report, only a few of the selections could be printed within. The following examples, interestingly, reveal the impact of the summer project upon the teacher as well as the pupil.

TERRY

The student that I have chosen to write on for my report, I feel, is representative of my entire class in their achievements from the summer program.

The main body of my class did not attend this Center during the winter session. When testing them I found that they were relatively high in academic achievement, but that they fell quite low in the areas of athletics and social awareness. They did not enjoy playing or entering into new environmental situations.

I chose Terry for this study because of all my pupils, he was actually the lowest in both areas.

Terry's background was one of never trying a new experience. He would just sit down, roll into a ball, and say, "oh, phooey". Some examples of this attitude were: He would not enter a strange restroom; he would not even put his feet in the water; he would not play ball; and last but not least, he refused to even touch the trampoline much less get on it. These problems are what I had to deal with and work to overcome.

His parents indicated on the entrance forms that they wanted Terry to take part in all of the activities but that force had never worked, and that he would not respond to it. However, from my meeting with his mother, she seemed to "baby" him, and she did not look strong enough to really move this child if he did not want to be moved.

I followed her theory of coaxing him into doing these activities- with little or no success. At the end of three weeks we still had not found the key to break this pattern. The Physical Education teacher and I decided that the program for Terry to date had been a loss; and that there could be no greater loss of achievement by trying some mild force to make him accept and participate in these activities.

The first thing we tried was getting him on the trampoline. We picked him up and sat him on it; and then to help him overcome his fear, proceeded to join him and play a game. The next time the class met, Terry got on with no help; but he refused to do anything but just sit. Next, we found that he would climb up to me on a knee position to get a ball from my hand; however, as soon as he had accomplished this, he would sit back down and throw the ball. By the end of the next session he was getting on his knees and staying there for a short period of time. The knee position seemed to be as far as he would go, however, and just by accident we found he liked to have his picture taken. Using this motivation as a reward, he would stand up.

After seeing that he would respond to new experiences if mild force was used, I put his swimming suit on him at school and took him to the pool. He was dressed for swimming at school because he would not go into the restroom to change his clothes. Once at the pool we picked hi up and stood him in the water and two of us walked with him through the water. That evening his mother reported that he had asked when he could go swimming again. He is still a little reluctant to get in, but once in, he will stay by himself and even seems to enjoy doing so.

As I have mentioned, Terry has a phobia about entering strange restrooms. At the pool we again used mild force to get him in to change from his swimming suit into his clothes because we were afraid that he would chill on the bus in his wet suit. There was no problem; he entered the restroom freely. The next time I encountered this problem was on an all day trip. Here he started to enter with the other boys and then he balked. I offered to take his picture if he would go in the rest; he complied. Terry's parents would not allow him to go on the over-night because of this restroom problem. I feel that one of Terry's problems is that his parents are not making, or letting him face new situations.

The expression on Terry's face shows the pleasure that he is deriving by his achievement in the physical and social worlds. Great success in the academic world will probably never be possible for Terry and other retardates; but introducing Terry and his classmates to the world of physical activity, an area where they may find moderate achievement and pleasure, will give them new avenues to explore for self-satisfaction and acceptance in our society.

KAREN

Although not the cutest, nor the most lovable child, a very perceptive person is Karen. She has progressed in personal adjustment during the summer period.

When school first began, Karen would hardly make it through the day without announcing every five to ten minutes in very clear speech, her desires of the moment. Some of these expressions included: "Teacher, I want to go outside." "Let me be leader, teacher." when she had been the leader only the day before. And of course, that old familiar, "Teacher, do we get to take this home." After such comments and questions, it became quite apparent that Karen along with several pupils in the class needed to learn to take turns and consider others. Learning that Karen had two sisters, I was surprised that this matter had not been taken care of through normal family channels.

I am quite proud to say that Karen has grasped some definite and also subtle cues in which she has learned that at school we share our play things and take turns being the leader of the class. Lately, Karen has been very helpful and fine with the other children. Yesterday she, as for the past week, was playing with two other children sharing a wagon and having no disagreements whatsoever.

Karen is sure now that she is accepted and that she will get to do what others do, if she will only wait her turn. She seems much happier and does not yell out. This important discovery for Karen in getting along with others will be greatly aided if the same is expected of her at home.

BEVERLY

Beverly is a little Mongoloid. She is seven years old, and this is her first time in school. She was very, very bashful at first, she didn't talk at all, held her head down, and made no facial expressions whatever. The first two days at school, she was very quiet and held her head down. She only moved on her own at lunch time, and then she ate very well and handled her fork and napkin surprisingly well. She had a terrible fear of steps and came to a complete standstill when faced with a stairway or even one step. She wouldn't get on or off the bus without being picked up and deposited on the opposite end of the steps.

Beverly didn't want any of the other children to come near her or at least she gave this impression by withdrawing even further into herself in they approached her in any way. However, the other children are very affectionate and want to play together so that by the third day of school Beverly had to take some notice of them. All of a sudden she picked up some blocks and placed them around on the table, then proceeded to seat the other children around the table and announced she was "fixing supper"! This was really a breakthrough and was quite a surprise to me and to the aid. Since that day she has really opened up. She talks quite a lot now, and she also has a lovely smile which she flashes upon us every now and then. She likes to talk on the phone (play phone) and talks to herself as she plays as well as to the other children and to me. She is holding her head up much better now, although she squints a good deal if the sun is bright. I believe she has a vision problem and this may have something to do with her fear of steps. We have made many field trips this summer and have encountered literally dozens and dozens of steps. Beverly has graduated from a complete standstill when facing stairs, to crawling up and down them on hands and knees, to holding both my hands, to holding only one hand, and finally, if there are only two or three steps, she now climbs alone and on her feet. On longer flights of stairs she still wants to hold one of my hands, but she approcaches them now without fear. She doesn't hesitate to get on and off the bus now. Although she is a little slow, she isn't so much afraid.

Beverly is very independent about dressing herself and about taking care of her toilet needs. She can almost dress herself. She has some trouble with shoes and socks, but I believe she will be able to do them before long. This training has come from home, and I think it's marvelous. It's bound to have taken a good deal of patience and effort on the part of parents. Beverly's mother has told me that she has noticed a change for the better in Beverly's speech and general behavior since she has been in school. She is very happy because of this, and she seems to me to be a mother who is truly interested in the welfare of her child.

There has been a tremendous change in this child in six weeks, and I'm sure that she has a wonderful future in store for her at the Training School and perhaps in the work world after her years in school.

JOE

June 22, four days after the start of summer school, Joe entered the classroom, by-passed the greetings of the other children, walked to the table and sat with his hands in his lap. He appeared to be a physically sturdy, well-groomed boy with bright alert eyes concealed behind an apprehensive expression. He moved through most of the activties--performing well such skills as cutting, pasting and coloring. He lined up with the others, ate well, smiled once or twice, but did not speak. For the most part, he preferred to sit, hands in lap.

Student progress reports indicate a low achiever--low in communication and physical training, average in social independence and appearance: On the basis if his inner appearance, the justification seems to stem from two facts.

#1. Joe does not speak.
#2. Joe does not actively participate.

This is not to say he lacks the intelligence or co-ordination, but rather that there is a psychological block preventing his achievement. For example:

#1. Joe prints his name legibly and with no signs of strain or lack of co-ordination. However, he will not say his name. His eyes respond to his name being called--as does the smile on his lips--but he will not repeat his name if asked.

#2. Joe will pick out the red crayon to color a stop sign when working alone as he knows it to be correct. But, he will not reach for the red crayon when asked to do so.

#3. Joe's eyes will follow the ball in a game of "Hot Potato" but it will bounce off him because he will not--in his turn-- move his hand to bat it away.

#4. Joe moves through skills such as walking the balance beam aided or physically pushed with his arms bent as if to protect himself silently sobbing all the while. When the instructors touch is removed, he will freeze in position.

There have been times when Joe showed outward signs of enjoyment and dropped the look of anxiety. On July 6, during a speech lesson he was heard singing one line of "Happy Birthday". On July 14, during a fast moving game of "Hot Potato" he laughed out loud. He has since made no sound. A trip to the farm, July 17, saw a look of delight on his face after catching three fish. When asked the number, his lips moved as if to form the word but never materialized the sound.

Joe will shake his head "yes" or "no" if the questions are worded in such a manner, but he will not supply answers otherwise.

The boy tests lower than his ability due to this block. He seems capable of many things and finds pleasure in new experiences, only will not communicate and will not actively participate. Throughout the summer he has improved in that the frightened exterior has eased, and he smiles frequently. Often he moves his lips as if on the brink of sound but always steps back before taking the plunge into speech.

MICHAEL

Michael is an average size child, seven years of age. He has glary accented eyes, a friendly, interesting face and is neat in appearance. Both mother and father are of German descent, born in the state of Missouri. The mother is severly mentally ill and is institionalized. The father is employed as a mail baggage handler for the Unite States Post Office.

Michael lives with his aunt and uncle. They have legal custody of Michael. His legal parents are aware of his behavior problem and are interested in helping in any way possible. Michael previously attended regular public school. There is not a medical history available on Michael. The cause of retardation is unknown.

My observation of Michael shows him to be a definite discriplinary problem. He has a pronounced negative attitude toward verbal statements and assigned tasks. For example, if you say the color is "red" he will say, "It is not, it is blue." If the color is green, he in turn will say, "It is not, it is blue." This is done repeatedly. Give him a blue object, he yells, "It is not blue, it is red."

During these levels of frustration Michael does not respond to discipline. You cannot reason with him; good results cannot be gained through means of punishment or kindness. There are several moods of impossibility. He kicks, is extremely stubborn, uses profanity and will readily strike or hit his peers.

Michael does not respond to the formal statement, "Michael don't do that." He resents commands. He likes the responsibility of doing a chore. He plays very well with his peers at intervals. He loves to be outdoors and is a little "rough neck" in playing with the other children. Michael is very inattentive and unreliable in doing his classwork. He will not remain in hs seat. His attention span is short. His paper work is always untidy and incomplete. He does all of his work in a "big hurry". He will follow the teacher around the room shouting signifying comments about the other children's work. He has a slight accent or speech defect. He says "fesh" for "fish."

In spite of oneself, you cannot help but "care" for Michael because with all of these breath-taking traits he does at sometimes show some signs of "sweetness." Giving him chores to do; leaving the room with him for a stroll down the hall; a drink of water and much personal attention will do him good. These few observations and prognosis has broaden my personal attitude, and strengthen my patience in what seems to me to be, a more satisfying and intelligent manner.

RODERICK

I. Subject
Name of child: Roderick
Birthdate: April 30, 1956
School No.: 13
Location: 455 Lake Street, St. Louis, Mo.
Summer session attended: 1967
Length of time in school: 1 year

II. Special Information:
Roderick is a small Negro mongoloid who has protruding eyes, a frequently runny nose, and breathes with his mouth opern. He lives with his mother, sister and brother in a clean tastefully furnished apartment; where he is accepted as a contributing member of his family. He is also accepted wholeheartedly by his relatives especially his paternal grandmother who attends parents meetings.

III. Outside Interest:
During infancy, Roderick had several serious illnesses, but since his health has improved he goes to the clinic only in case a new illness arises. His health is such that there is no need for special care. The school has little if any authentic information concerning the cause of Rodericks' condition.

IV. Teacher Observations:
Roderick's home life is as normal as it can be where the parents are separated and the mother is the main support of the family. He is obedient and responds when spoken to but is usually too inattentative to perform to his capacity in the classroom. However, recently he has become more active and vocal in the classroom and on the playground. He still rarely finishes any assignment he starts. In the housekeeping area he is practically helpless. His response to people- classmates, teachers, visitors- is much improved and more natural.

V. Learning:
While he is uncertain as to what is expected of him, he does attempt to execute all tasks and assignments given him. He accepts discipline without rebellion. He needs much help with personal hygiene and anything in the self-care area.

VII. Home:
At home Roderick is assigned chores that are within his ability to perform. He naturally depends upon his mother more than his father as she is the one who cares for him in practically all areas. He talks about her at some time during every school day.

VIII. Conclusion:
While Roderick is still a small mongoloid boy who appears very dull, a spark has been ignited; and he is gradually coming to life.

SANFORT

Sanfort was born February 21, 1950; attended State School for TMR. at 455 Lake, St. Louis, Missouri; attended summer session of 1967; has attended this school for seven years.

Sanfort is fairly well developed physically although he does not stand straight and walks with a slight limp. He talks rather loudly at times and likes to imitate the preacher from his church. This is not an attempt to gain attention but rather a method of self-entertainment.

Sanfort's father is deceased, and he lives with his mother who works. He is well accepted and carries on minor responsibilities at home. He gets on his mother's nerves with his loud talking and preaching. The home and environment would be placed about in the lower-middle class.

Sanfort is cooperative in trying to do any task placed before him, but his attention span is rather short. He seems very agreeable to occasional reprimand and readily attempts to correct his error. He follows simple directions but if he is distracted, he will start talking.

When meeting strangers, he will run to them and want to shake hands. He has learned to do this in a more pleasant manner.

He takes part in all group activities and is very easy going. He appears to be on equal terms with his classmates but will not fight back. Only on rare occasions will he return a blow or get mad. He has no evident frustration level but will continue to try or work until he gets tired or distracted. He is never a behavior problem.

As far as academic work is concerned, there is not much change. He can copy his name and can write it correctly if someone spells it to him, but when writing alone he can only write "San" correctly. He knows his numbers to 10, but is able to make very little use of them. He recognizes very few words. He knows the basic colors.

His most noticeable problem is his speech. He has a problem saying s and th sounds. Consequently, he cannot even say his first name clearly. If he is not understood, he will try to speak slower and explain what he is trying to say.

He enjoys talking very much and when speaking to you he must have your full attention. He is always anxious to talk of things that interest him like the Fourth of July fireworks or some trip on the air-plane or train. He needs to learn when is the proper time to talk.

There has been a slight improvement in his use of numbers and the writing of his name. His attention span has improved slightly.

HERBERT

Subject:
Herbert
School #13 - 455 Lake Avenue - St. Louis, Missouri
C.A. 9, M.A. 3-10, I.Q. 44.
Age when tested 8 years - 4 months. 1-19-1966
Length of time enrolled in school - 9 months.
1 month - Public School 8 months State School for Retarded.

Herber is average in size for his age. His appearance is good, but he walks with an awkward gait. His speech is poor and indistinct with infantile phrasing. He performs better on tasks requiring comprehension, rather than ability in expression. He is hyperactive with a gross lack of motor coodination.

Very friendly towards peers and adults. Finds it very difficult to respond to simple verbal suggestion. Status of Rapport - waits to be told what to do. Attention Span - Herbert has moderate distractibility. Cooperates well.

Lower middle class home, comfortable but not elaborate. They have only the necessities of life, no luxuries. This is a very happy home of seven children, including two sets of twins. Herbert is accepted as a part of the family unit, but not as a special child. Parents went only to the second grade in Mississippi. They moved here for a better life for their children. In spite of little schooling, the father is trying to buy a home for the children, keep the mother in the home, and do what he can to make life happy for Herbert and the other six children. All of the other children are normal. The father is employed as a track worker by the Missouri Pacific Railroad.

He enjoys school very well, although at first he did not talk. He would point to indicate his wants. He was told that he would have to talk as I indicated that I did not understand his pointing and sign language. For a long while this was difficult for him, but the message finally got across. He started making sounds which I could not understand, but accepted as a reward for his efforts. Herbert was 3½ years of age before he uttered a sound that could be understood. On one of my home visits, the mother was asked if she would encourage him to talk and not accept his sign language. Later when she made a school visit this summer, she indicated that she was trying the method suggested by the teacher and that she was pleased with his improved communication with the family and peers at home. His mother is very anxious about his future. In school the teacher can understand enough of his words now to interpret the ones which he cannot pronounce understandably.

Responds well to all group activities, but becomes frustrated when others cannot understand what he is trying to say. He is taught at home to respect authority, so there is little or no problem in the matter of discipline. Enjoys housekeeping chores in the classroom, such as picking up from the floor or mopping spilled liquid. This is an exception to his "waiting to be told what to do". Once when "counting" the lunch money he remarked, "when I get big like my daddy I am going to work and have money to buy food".

Herbert is under constant observation by the Doctor. All children go to the clinic for regular health check-ups. They go to Children's Hospital Clinic.

I feel that with continued home and school cooperation, Herbert can develop to his fullest potential and possibly become a good candidate for a sheltered workshop program. It is my feeling that he needs Speech Therapy and continued supportive counseling from the teacher to assist the parents further in understanding his problem which is different from the other normal siblings in the family. Oral language will help him better adjust to school, home and community.

JOAN

I have chosen Joan to write on because I feel that of all our children her potentials may be greatest.

Joan comes from a home where there is sufficient money to provide all the essentials but none to spare; telephone and grocery bills present ever-present problems. Both mother and father seem to be energetic, hard-working, quick tempered, happy-go-lucky until disturbed by financial pressures. There is a teen-age brother, Tony, who is earning his own money this summer, two younger brothers and a sister about Joan's age. These children are all very alert, active, and busy with their own affairs. They use the expression, "even Joan can do that". She is often excluded from play with the neighborhood children, but she is included in everthing the family does. They do discuss her retardation very frankly in front of her although her father is still finding it difficult not to expect her to be able to do the work of a regular school as the other children do.

Joan is a very pretty, dark skinned, dark eyed child with curly brown hair. She is large and well developed for her age of nine years. Recently she has gained a good deal, now weighing 152 pounds. She is quite active, expecially excelling in swimming. She has a good memory and can learn songs easily and can sing very well. We rely on her to carry the others along in our music especially our programs at Christmas and other special events.

Joan speaks clearly and uses good English with complete sentences. She cares for her own personal needs of dressing, bathing and even washes her own hair. She can prepare her own simple meals, wash dishes proficently and do many household chores quite efficiently.

However, all these assets may be lost because of her personality traits which are so complex. Joan veers from one extreme to another. At times she is really charming, kind, happy, sympathetic- without warning however, she may change, as a cloud coming over the sun, into a gloomy, irritable person unwilling to cooperate, rebellious even given to such violent rages and sly little cruelties that she is really feared by the other children. She certainly cannot be trusted alone with the little ones at such times and even when she is apparently in a good mood, she will pinch or pull the hair of those children that are most weak and helpless. She seldom bothers those older, stronger ones who would be able to fight back.

She does very poor work in the academic area, being barely able to print her name in a scrawling manner. Simple numbers and beginning reading are beyond her. She does well in the story hour being able to express herself fluently, and remembering events. She can tell imaginative stories based upon very little truth. At times she seems unable to tell the difference between truth and fantacy.

During this summer, it has been my goal to see that this type of program, with lessened pressures; and a relaxed happy atmosphere in which a deliberate effort was made to reduce frustrations. The enjoyment of successful experiences with less academic emphasis and an intensification of activities at school and in the community seemed to have a beneficial effect on Joan's personality and attitudes.

TROY

Troy is a low I.Q. (Est. 30) Mongoloid, non-verbal boy, 19 years of age. He is 5 ft., 1 in. tall and weighs 214 lbs. He has enormous strength.

He enrolled in our Training School in March, 1959. Until that time, he had remained at home with his widowed mother and had seen very little of the outside world. I taught him as a primary pupil, and am now teaching him as an advanced student. He has had three other teachers.

His first few years in the Training Program were very frustrating for him and for his teachers. Although he was 10 years of age at the time of his enrollment, he wasn't toilet trained and he had been allowed to eat his food with his hands. Also, his diet had consisted of sandwiches, peanut butter and crackers, potato chips, and such foods that could be eaten with his hands without too much mess.

He was eager to please his teacher, his toilet training was relatively easy. When I discovered he wasn't toilet trained, I started taking him to the bathroom every 40 minutes such as I would an 18 month old child. He soon learned why he was going to the bathroom and enjoyed this experience (He had an outdoor toilet at home). After about two weeks, he started finding the bathroom by himself. He still had to have help with his clothing.

However, his feeding problem was another situation, as he had never developed a taste for vegetables. I spoon fed him for about six weeks.. When I gave him a bite of vegetables, even mashed potatoes, he would gag as though it were castor oil. After swallowing the food, he would open his mouth for another bite (and gag again). It took about six weeks for him to develop a taste for foods and to be able to swallow it. He developed an enormous appetite and I found it difficult to feed him fast enough. So, I decided it was time for him to start the task of self-feeding. I put his tray of food in front of him, put a fork in his hand, and walked away from him. He would lay the fork down, look at me, point at his food with one finger and yell to high heaven. I repeatedly placed the fork in his hand and walked away from him. After repeating this routine several times, he got the message. He was hungry, there was the food and fork. He started feeding himself. He was quite messy ans spilled food for some time.

His enormous strength created another problem. He wanted to pick the smaller children up and love them as though they were rag dolls. He loved them so hard, he would hurt them. If I called out to him to "stop" or "No, Troy", he would just drop them. The children began to shy away from his and at times, I had to isolate him to keep him from hurting them. This was very confusing to him. He was very affectionate and only wanted to love them, but he didn't realize his strength. The fear was expressed constantly, "I'm so afraid Troy is going to hurt one of those children". He finally resigned himself to stand back and watch while on the playground, or play "catch" with one of the teachers.

Because of his size and strength, he was placed in my room with the advanced boys three years ago. His eye sight is very poor, his fingers are so short and pudgy, his inability to talk and to follow instructions handicapped him in being able to engage in the activities the other boys were doing. Having 12 and 13 pupils in my room gave me very little time to do individual work with him. So, Troy has been content to "follow the boys" and engage in what few activities he could. When we were busy at activities he could not take part in, I would give him a box of spools to thread and he was very satisfied and happy.

This summer I have had an excellent aid to help me in the classroom and to also take charge of the physical fitness program. I shall refer to him as C. He will be a senior at Memphis State next year. He is working toward a degree in Biology with a minor in Psychology. He has a vast knowledge of medicine since his father is a medical doctor here. He has studied the causes and research work that is being done in many areas of mental retardation, including mongolism, but has never had direct contact with a mongoloid child. Troy has been a challenge to C, and he has spent every spare moment doing individual work with him. The results have been amazing.

At first, Troy thought he was just another one of the boys wanting to play with him. I told C he would have to be firm with him and let him know he meant business. I advised him to repeat instructions until he was sure Troy understood him and to stay with him until he did what he told him to do.

He has learned to do several finger exercises, to "Indian Wrestle", to hit the softball (although he throws his bat and runs to 3rd. base instead of 1st. base when he hits the ball). He took part in the hike, when previously he sat down and refused to budge when he became tired.

Although I feel I could write a book on this subject, I would like to relate three incidents that have occurred this summer.

I told C Troy could wrestle and designated the three boys he could wrestle with. I cautioned him not to let him wrestle with the others as I was afraid he would hurt them. C decided he should wrestle with him first to determine his strength. He was prepared for Troy's strength, but wasn't aware of the swift use of Troy's feet-- as a result, C was thrown off the mat on his face and his nose was bleeding when he got to his feet.

We took the children camping overnight and each child was required to make their own bed immediately on arrival and put their clothing in a designated place. We used six cabins with one to three adults sleeping in each cabin. We then divided into groups for games. Troy was assigned to the softball game with C. After about 30 minutes of play, Troy was missing. C alerted the group and a search was started for Troy. He was found in five minutes in his cabin, on his bed, fully dressed in his pajamas. He had put every item of his clothing in his box. Up until this time, the boys had been helping him dress and undress for swimming, as we didn't think he could do it alone.

Troy's first experience in the swimming pool terrified him. He "squalled" until you could hear him three blocks. He wrapped his arm around the rope and fought until it took C and two lifeguards to unwind him and get him over to the spit rail. He stood at the spit rail the rest of the morning and refused to budge. However, he looked the situation over and decided the other boys were having fun. The next swimming session he walked in the water and splashed water on the other boys. The sixth swimming session, Troy learned to float on his back. The boys were thrilled to death and laughed at him. He knew he was the center of attention and really "hammed" it up.

I asked a friend, who is an amateur photographer, to come to the pool today and make his picture floating; but the larger boys were letting Troy "float" them all over the pool today, so by the time the photographer arrived, Troy thought he was the instructor. C worked with Troy about 15 minutes trying to get him to the top of the water in a floating position. At each attempt, Troy would cup his arm in the bends of C's knees and bring him to the top of the water in a floating position--Our time in the pool was running out and the photographer's time was running out, so-- you guessed it--in the picture, Troy is the instructor and has C in a floating position.

Troy's emotions are motivated by the circumstances evolving around him. If everyone is happy, he is happy and lets us know it. If someone is angry and harsh words are spoken, he immediately becomes quiet and has a drwan look on his face. If anyone cries, he has to console them by loving and patting them. If they continue to cry, he will cry also. His compassion for animals is great. He wants to love them too. However, he will not approach a strange dog. He stands back and looks it over. If the dog makes a friendly gesture, or one of the other boys pats it first, he immediately comes forward to pat the dog.

We have had very much fun with this experiment this summer, and, I feel, have accomplished much more than I had anticipated. But, it leaves me with a very sad feeling--Troy has only one more year in the program. What then? It also leaves me with this question in mind--If Troy had received this "individualized", "specialized" training for the past five years, how much more would he be capable of doing now?

Troy's mother is 66--She is a widow. She has asked me numerous times to see that Troy is put in a "home" if he out lives her, as she wouldn't want her daughters-in-law to have to care for him. Where do we, in Missouri, have a "home" for our Troys?? Do we want him to regress in an instution?

RONALD

Ronald was born March 30, 1952 in St. Louis, Missouri. He lives with his parents, four brothers and three sisters. He has attended State School #13 for five years. This is his second year in the summer school.

Ronald is a tall, thin, angular Caucasion boy who weighs 130 pounds and is 5 feet 7½ inches in height. He walks with a jerky, uneven gait, holding his neck and back rigid as he shuffles on his toes. When he walks, he looks up and around, his pale blue eyes focusing on nothing in particular. His vocabulary is limited. He talks in short sentences in a high pitched immature voice. When sitting he mumbles and makes hoarse noises.

I visited Ronald's family and learned that there are three siblings who have learning difficulties. Robert, who is enrolled in our school, Kathy, a sixteen year old grammar school droupout, and eleven year old Susan, who is in a special class in a neighboring grammar school.

The family lives in a four room brick flat located in an old area in South Saint Louis near Busch's Brewery. The smell of hops pervades the air. The flat is connected to others on either side, in railroad style, being flush with the sidewalk; the small yard is in the rear. The mother is evidently a good housekeeper. Her small living quarters were clean and orderly. When I introduced myself to the mother she was diffident, but as we talked she became more friendly and invited me to have coffee. The mother and eldest daughter seem to be clever with hand crafts and crocheting. They make objects and sell them from door to door. I noticed some of their crochet work in the living room. The mother talked freely about her children's deficiencies, and she seemed proud to inform me that her youngest child was keeping abreast with his classmates in school.

Ronald is hyperactive; roaming the room, looking out the window or slapping at other classmates. When disturbed he displays excessive emotionalism. He is never quiet, not even while sitting for he rocks in his seat. Although his attention span is short, he listens and follows directions. He enjoys cleaning floors, washing tables and helping with lunch preparations, but he must be supervised or he will play. He playfully slaps other classmates and when they retaliate, he whines. He hugs strangers, but he has improved in this area. This is especially noticeable on our trips. He has learned to refrain from speaking to strangers and extending his hand for a handshake.

The family interest is church attendance. The parents cooperate with the school as is evidenced by parental attitudes. The mother encourages her son to help with the house chores. He washes dishes every evening, and helps keep the home clean. As I sat at the kitchen table with this mother and her two daughters, I observed a closeness between them. They seem to be congenial, happy people despite their economic limitations. The father, a truck driver, and a nineteen year old son support this family of ten persons.

WILLIAM

William, seven years of age, is the son of a Rocketdyne employee. His mother has a hearing deficiency. He has several brothers and sisters. He has regularly attended the Joplin Cerebral Palsy Center and the Joplin Developmental Center.

Willie has poor coordination. There is a small bony bump on the lower left spine. When he crawls on his hands and feet his right knee does not come to the floor easily. If he is crawling with his stomach on the floor he does not use his legs or feet to push and it is difficult for him to pull himself with his hands alternating. When he beats the "Tom-Toms" he alternate his hands only with help. It is difficult for him to swing his legs high enough to mount a "swing-horse" easily. He did learn to do so. He learned to climb ladders to the slide and to go down, to teeter-totter, to ride the "merry-go-round", and to play games. He had difficulty looking very long at anything, expecially at people. If someone gives him a glance, his eyes will shift. We attempted to help him look at the pupils of the eyes of other persons while he practiced counting to five. At first this seemed to tire him. He grew able to hold his gaze while a teacher explained something to him.

The first day of school Willie banged the desk and made loud vocal noises. When he found he was placed in a chair away from the circle of pupils, he began crying to get back into the circle. This increased the time of isolation. He soon found he could have more enjoyment behaving. He laughed most of the time, especially, when he failed. We insisted that Willie be quiet instead of laughing then he coud pay attention and better direct his energy to learn. He would get angry and cry when he could not pull up his swim shorts or untie his shoes. We insisted that he keep quiet, that he should control himself, to watch how others worked, to ask for help, pay attention, then try to figure out the reason for the difficulty. He was able to dress and undress himself most of the time except for his corrective shoes. He learned to unlace them easily and was grateful for help in lacing and tying them. In rhythmics Willie was quite absorbed watching other children. With constant help and insistence, he learned to do many of the rhythmics when he watched the leader. He enjoys rhythm and music, and shows aptitude for them. He sings some of the words.

Willie had a fear of the water until he found enjoyment in trying the various swimming skills. Later he would ask for more help to accomplish them. In trying to do the flutter kick, it was almost impossible for him to do it alone. He would kick a foot about three times then after a lapse of time, he was able to kick the other foot likewise. He wanted to be able to accomplish the exercise alone and worked dilligently to do so.

His table manners were poor in that he would hold a sandwich to his mouth constantly nibbling until it was mostly consumed. Showing, telling, and insisting on the proper method had to be reinforced by turning his chair away from the table for him to "rest" awhile. Later he was more able to resume eating correctly.

His speech is slurred. He needs work on the f, th, and v sounds. He talks in short sentences and partial sentences. He enjoys help in speech. Words set to familiar tunes helps him to get the idea quickly and happily.

Willie watches mechanical objects closely and remembers to tell about such things as the children's trains, cars, rockets, power mowers, and hackhammers, etc.

During this six week term, Willie learned some discipline, manners, the importance of concentration, rhythmics, swimming, safety, playground skills, and games. Academically we worked with pennies, nichels, dimes, clock hours, counting, recognition of his name, dramatization of stories, community life, and better speech, numbers and colors.

QUEEN

Birthdate: December 28, 1949
Center No. State School No. 13
Location: 455 Lake
Summer session: June 19 to July 28, 1967

Queen is a 17 year old Negro female. She is 5 feet 3 inches and weighs 112 pounds. She appears very normal. Queen laughs very much and walks swiftly and runs often. She has a tendency to cross arms and legs and rock when she is upset.

Her mother seems very friendly and interested in Queen's welfare. She is a cook in a large hotel. The whereabouts of Queen's father is unknown. The mother's second husband is deceased. At one time a cousin two years Queen's senior lived in the home. Queen referred to the cousin as her sister. The home is clean and the neighborhood is nice.

Queen has not always lived in the home. She is a native of Mississippi, where she lived with her grandmother. She seldom attended school. After the death of her grandmother she came to live with her mother. She entered the Public School in the educatable class. She graduated and went to high school for three months, was was not able to find her classrooms.

Queen entered the program at State School No. 13, January of 1967.

Queen has both a family doctor and attends Washington University clinics. Her mother said prior to her entering this school, she was very nervous. After coming home from school she would just shake her head and rock. She was under the care of a neurologist.

During the summer session she was given a tuberculin test and was positive. Queen and her mother had an X-Ray, and now take tablets three times daily.

Queen performs very normal both in the home and classroom. Academically she reads, writes, and can do third grade arthematic and the work problems.

She is very shy. Everything is funny. If she is corrected, she cries and keeps her head down. She is very kind to her peers, and will buy them soda. If there is something wrong she is a great teaser. She feels superior to her classmates and often feels that and says, "this is baby stuff", in the classroom and workshop. She rejects authority sometimes. She will complete a task only if she feels it is necessary but will do enough to let the teacher know she can. She can follow and read directions. Queen is constantly wanting to do something for the teacher. Interested in the boys and would like to stay in hall hitting and playing with the boys.

She is reliable in doing the task if she considers it to be a task. She can remember well if she listens. A good worker if she feels it is important. Because Queen has to get herself ready alone and meet the bus, her personal hygiene is not the best.

Queen has become an extrovert. She has learned to stick with the task and complete it. She wants association not to be different. She is in the classroom with the girls that she is in the workshop with; therefore, she wants to act like them. She combs and brushes her hair and even tries to style it. She has acquired interest in her appearance. The girls help her to keep her underslip up. She is now talking about new styles of clothes and wants to go shopping. She has benefitted from the Summer School Session greatly.

ROBERT

Bob is an extremely fascinating individual. He may be described as a perfectionist at every task he approaches. All behavior exhibited by this child may be traced to this perfectionist quality.

Bob is a ten year old Caucasian male. He is the youngest of six siblings. Although his father is not living in the home, Bob is well accepted by the other members of his family. Bob is the product of a normal birth, although it was soon learned of his inability to suck. Weight gain for the first three years of his life was slow. Physical development was retarded. At four years of age, Bob began gaining weight rapidly--approximately two pounds per month. The result may be defined as extreme exogenous obesity, complicated by cryptorchidism--undescended testis. Bob's hands tremble when he becomes nervous, and he also begins picking at his body, often drawing blood.

Bob entered State School No. 12 in September 1963, only to be excluded in October 1963. He exhibited temper tantrums and such infantile behavior as crawling under the teacher's desk accompanied by loud screaming. In September 1964 he was re-enrolled and has been allowed to continue.

Bob prints his whole name quite legibly. He can associate a numeral to a specific number of objects up to fifteen. He can tell time by the hour. Bob cuts and pastes well, completing his art work with a pleasing over-all effect. His verbal communication is quite good, although his speech is often unintelligible. He has uncontrolled nasal emissions and often speaks with a gutteral quality. Bob was presented with color, animal, clothing, and household article cards from the Peabody Language Development Kit--Level 1. He was able to identify far beyond the majority of these cards. Bob is interested in the current events of his local area and community, and often shares such events verbally or brings in newspaper clippings regarding such events.

Bob is extremely attentive to the "whereabouts" of his classmates and their belongings. He is very reliable. He carries through a task assigned to him, providing such a task is geared to his ability, (and his desires). There are times when he must be highly motivated to do a task, but this is easily accomplished by placing a premium of superiority on such completion. Bob strives hard to receive the top "grades" in the class and becomes quite easily upset if he does not.

Because of Bob's obesity problem, he tires easily and was unable to carry through the demands of a portion of a motor-perceptual survey which was being conducted in his class. Since his competitive nature demands that he be "tops", he became very hostile toward the demands imposed by such a survey.

It is felt by the teacher that some of Bob's problem with physical work is based on a tendency directed toward laziness, stubbornness, and fear. Apparently Bob has not been given many chances for physical activities by his family. He was frightened by swimming and cried at the first of the summer session but later entered the water willingly--and even had fun. Likewise, he was frightened by skating and cried, but skated with one foot the third time he entered the skating rink. Upon over coming his fears, he seems to gain confidence and pride.

Bob wants very much to have his own way. He refuses to recognize authority if it does not parallel his own demands. In many instances a pat on the shoulder and a reasoning session may correct the situation. In other instances, Bob may yell loudly and sass. Bob has an uncontrollable temper and if he becomes enraged, he begins throwing and breaking all objects in sight. This then, is a good case for a "time-out" period where he is removed from the classroom and allowed to cool off. If Bob is deprived of a specific activity as the result of a temper tantrum, he is able to reason the cause and effect. Subsequent behavior is then adjusted accordingly by him.

Bob is a very clean child. He takes good care of himself at school and has had excellent training in cleanliness apparently from home. Bob takes pride in his appearance as a result of many of his own efforts.

Bob has academic potential which can only be developed through co control of his temper tantrums. It is the whishes of the staff members working with Bob this summer that he may be directed toward higher accomplishments in accordance with a strict program of discipline. Continuation of speech therapy is also a must to aid in Bob's ability to communicate with others.

STEVE

On July 12, 1948, Steve made his entrance into this world by Caesarean birth. He was a six and one-half month baby. At the time of birth the doctor informed the family that there was the possibility of brain damage because of the lack of oxygen. Steve weighed only four and one-half pounds at birth and was afflicted with jaundice. As is true with every mother, in spite of the above facts of which she was aware, Steve's mother kept hoping that Steve was of normal mentality and ability. Steve was her third child, the other two being much older and normal. Thus, the mother was quite able to recognize and tell the difference between normal and abnormal development. When at six months of age Steve could not grasp a toy or his bottle nor could he even begin to sit by himself, the family began to admit that the doctor's diagnosis of brain damage was probably correct. From that time until now, at the age of nineteen, Steve has been slow in everthing he has done. He didn't walk until he was two and has always had foot problems. The family feared that he might be dwarfed, but he isn't. He was also two years of age before he talked, and has not ceased since. This is a near literal statement as Steve talks almost constantly. No situation is too small or too large for a comment from Steve, be it an appropriate comment or otherwise. At times these comments make fairly good sense while at other times they are foreign to the topic being discussed. For example, the other day we were discussing safety rules when Steve babbled the following, "My mom combed my hair this morning and I took a shave by myself. I got some shorts to go on our vacation. I got one whole pair at home. We're going to California."

Steve's span of attention is quite short doing most things, expecially if he has to keep his mouth closed. He watches T.V. for very short periods of time, but amazingly he will sit for two hour periods working jig-saw puzzles, talking constantly to himself.

Steve is a very sensitive person, getting his feelings hurt easily, but never becoming angry when hurt. He craves acceptance by both peers and adults. He is well accepted by his family which consists of mon, dad and his materal grandmother. After being gone for only overnight on a camping trip Steve remarked, "I bet my mon will be glad to see me. I've been gone for a long time." Each Monday night, on his night off from work, his father takes Steve out to eat. Steve is allowed to choose the place which is usually a hamburger stand because hamburgers are Steve's favorite food although he calls all meat "steak". He insists that the men teachers bring steak sandwiches in their lunches, although this has been true only once. Occasionally the mother accompanies Steve and his father on the supper sprees.

Steve is an overly friendly young man. He never meets a stranger, be it person or animal. On our trips this summer, the minute we arrived, Steve would go to anyone he saw, entend his right hand and offer a verbal greeting. While on the playground one day Steve saw a man, accompanied by four children, walking by the school. He called to the man, "Are all those kids yours?"

Steve is allowed to go to the grocery store, two blocks away, to shop for his mother. The list is carefully made out, not trusting to Steve's memory.

Steve has one job that is his and his alone. He puts a piece of plastic down in the living room each evening for his dog. He had been known to forget it before going to bed and has gotten up, of his own accord, and performed this task. He has been doing this for a lengthy time now and has never forgotten it before going to sleep.

Many times Steve says just the opposite of what he means to say. For example, we were doing some pasting and Steve had used an excessive amount of paste and pretty well messed his work up, whereupon he remarked, "I goofed. Didn't I use enought paste?"

Steve never lacks for words. One day when we went to the swimming pool one of the girls didn't have her swimming suit on. Steve said, "Aren't you going swimming?" The girl replied, "No, I didn"t bring my suit." Whereupon Steve shot right back, "That's all right. You can go in like you are. You won't melt."

Steve never stifles a thought. When his birthday was approaching, he asked me what I was going to do about a party.

You ask--what of Steve's future? He will always have to be closely supervised. This, the parents know and face the fact realistically.

Steve may be able to work in a sheltered workshop situation. But Steve, and all of his kind, is the responsibility of his family first, and if they cease to function effectively will become the responsibility of society.

VERA

Vera is a ten year old girl who lives with her brothers and sisters and mother, but the father has deserted them. Her mother receives A.D.C. but does not provide much of a home for her children. It would appear that the children receive very little attention and guidance in the home; and have very little chance to learn much in the way of manners or morals by example set in the home.

In school, Vera has been placed with a group of girls ranging in age from ten to eighteen. She seems to have more in common with this age group. She is the only ten year old in the group, but her actions are just as mature as any of the other girls. There are times when she displays the fact that she is the youngest in the class by her lack of interest in learning and her unwillingness to work with the group.

Her verbal ability is very low but with this limited vocabulary, she is able to convey her meaning. She reads very few words and has perhaps learned one of the survival words this summer. She does not count objects correctly and does not yet know all the number up to ten. She seems to have little conception of numbers and their meaning. Her understanding of pictures in a film, or things she sees, seems to be unusual. She can explain what she sees with very few words but never uses odd words that she makes up or that have no meaning.

Vera is anxious to try any physical endeavors but does not listen or watch demonstrations well. She cannot follow directions to any extent and has a very short attention span. She does not perform well in group activities, such as ball playing or relays. When working on the balance beam, or on the mat, she wants to try and wants her turn, but does not pay attention when others are performing.

There is a very stubborn side to this child. Her smile could win anyone over, but she wants her own way. She has had three upsets this summer, and all of them have been during the rest period. Each time it has been of shorter duration and without prolonged raction. We have had fun together, but she is learning gradually that school required certain actions and she must do what is required of her if she is to have fun with the group. She seems to dnjoy all the activities, but finds it very hard to sit still or be still for any length of time. However, she can, when she wants to do so, entertain herself with almost any object for quite long period of time; if just left to herself and not given any attention.

Vera is inclined to fuss and be ugly with two of the girls in the class. These two are loud and seeking attention so that it is natural that other girls resent them. She gets along well with most of the other girls and is especially well behaved at the lunch table.

Since there seems to be little interest or help given in the home, it will take longer for this child to show progress in school. She, like each of the other children, needs more of the teacher's time to work with her individually. I feel that the group is so diversified that work should be grouped in smaller sections for real learning to take place. Her slow progress is not all her own fault. She loves school and people, and can be won over with the right attention and motivation.

For a final example, proof of the pudding was in our last swimming class, which proves how much they do learn by association and observation when we do not realize they are doing so. She had shown little interest and some hesitance about getting into the water, but enjoyed watching some of the girls and myself as we held on to the side of the pool and learned to kick our legs. Near the end of the term she finally came in beside me and proceeded to try without anyone showing or asking her to do so. With encouragement she was able to work with us and found much satisfaction in learning that she could get her feet up and kick almost to the top of the water. She wanted to make her feet splash like the other girls did, and she tried harder than I have ever known her to do before. Vera is proof that hope must never be dead in the teacher's expectation; and her own satisfaction and happiness over her accomplishment is enough to gratify any teacher.

CYNTHIA

Cynthia is the kind of child about whom stories circulate from school to school. I had heard that she was an extremely hyperactive seven year old who was given to temper tantrums and abusive language. Uncontrollable at home, she had the previous year been sent to a residential home for retarded children where a great deal of the time, energy and affection has been expended on her social education.

During our first face to face encounter, I was surprised on two counts: she was larger than I and almost as tall; there was an air of somber gentleness about her person.

During the first week Cynthia displayed great hyperactivity and lack of concentration in games, speech and simple academic activities. The turning point in our relationship came on one afternoon, just as the children were getting on the buses. Angry because she could not take home a doll she had been playing with, she threw her lunch box on the floor, and swung out with both fists. I grabbed her and hung on for dear life. "_____ _____ you!" she screamed "I'm going to tell Mrs. Lloyd." "Fine," I answered "I think you should do that." Suddenly she stopped struggling and put her head on my shoulder. When I suggested that she pick up her lunch box she did so quite calmly. A moment later the incident was forgotten and Cynthia was happily on her way home.

Her hyperactivity in the classroom decreased during the following weeks. However, on field trips she seemed to lose all sense of form. On these occasions we kept her with an adult to keep her from satisfying her great curiosity by pursuing every diversion that crossed her path.

She demonstrated her "abusive" language on one other occasion. I noticed then that the words were spoken with great innocence; outside of their shock value, they had no meaning for her.

Unfortunately, Cynthia was not allowed to go swimming, and I can make no comment on her reaction to this important activity.

During the past week and a half Cynthia and I have reached a new level of communication. With tenderness and affection she now refers to me as "Big Barbara," a very funny title since we are of a similar size. I see this familiarity as a sign that Cynthia feels more at ease in her environment. The summer program provided one opportunity of affecting Cynthia's adjustment to her social world.

DAVID

My first contact with David began January 1, 1964, when he enrolled in State School No. 12. He was a disturbed child with a slight sight problem. David came from a home life of turmoil and confusion. From substantial evidence the parents through illiteracy and a possibility of some retardation seemed to have very little affection or understanding of their children.

Because of poor care and suspected brutality in the home, David and his twin brother Mike were shifted to foster homes and even cared for by help from Family Service in their parental home.

David was transferred to my room a few weeks after enrollment. Because of his insecurity, he sought attention through bad behavior and had to have firm positive guidance. David has a twin brother Mike, who is also retarded, and a younger sister, who is an EMR. I visited the home a number of times and found a very disturbed home life.

After the family moved farther away from school, David had to ride much longer on the school bus. The bus attendant was unable to control his wild antics so he had to be terminated from school, but we were able to keep Mike.

Finally the children were removed by court procedure from the home and placed in a home for retarded children in the city. This did not bring satisfaction, improvement or proper care for the children as there was evidence of poor care and little interest. At that time Mike came to school hollow-eyed, with unironed, soiled clothing and ugly marks on his body. Fortunately this home was closed and David and Mike were sent to the Crest Lynn Home, which is directed by Mrs. Ensel Lloyd. In this home they have found love, security, care and training.

David and Mike enrolled in our summer program and were in my room. I have found outstanding improvement in attitude and behavior in the twins. David's behavior has been excellent and he has taken an interest in school activities. David still has a slight fear of zoo animals. When we were at the zoo, Mrs. Lloyd met us and immediately David ceased crying and remarked, "I'm not afraid. Mrs. Lloyd won't let the lions get me."

I think the training and security found in the Crest Lynn home has been the salvation of the twins, and I hope that they will be able to remain there. It is heartwarming to see them finally have a chance. Let us hope that after the turmoil that they have been through that it is not too late for them.

BILL

William, or Bill as we know him, is quite a boy: a rather slim boy for about 5'6" and 15 years old. He's quite different from what most people would expect a mentally retarded boy to be like. He's full of life; constantly bubbling with excitement. He's somewhat mischievous; not the harmful, troublesome type as often is the case, but a playful, enjoyable type.

Bill lived each day for swimming this summer. Every morning the first thing we were usually greeted with was "Are we going swimming today?" And, Billy had very good reason for asking; somewhat slender for his height and somewhat better coordinated than most of the others, he had no trouble adjusting to the water; in fact, he was quite at ease in the water. Bill would try anything in the water. He enjoyed it enough and had enough confidence in himself that he wasn't at all afraid. Sometimes he had to be reminded of the safety rules, expecially when he would start teasing in the water. One reminder was all that he needed. He accepted correction well, but when it came to swimming, he was usually on his best behavior. By the end of the program, Bill was swimming the length of the pool and diving off the diving board: he had earned his beginning swimming certificate according to the standards set up by the American Red Cross. We were all very proud of Bill, but not near as proud as he was. Before it was all over, Bill was doing work sort of an an assistant to the instructor. He would help the other boys and girls with skills such as floating.

Bill proved to be a big helper this summer. There was no task that he wasn't willing to perform, or at least try to. We could well depend on Bill to be responsible for doing something and know that it would be done.

Each morning after the boys and girls arrived we had P.E. Bill especially enjoyed this part of the day, and he was quite proud of his new gym suit. He was usually the first dressed and ready to go. He tried to do all the skills introduced, and because he's well coordinated he was able to perform a large part of them. He was always eager to know "What's next.".

Bill was a real joy to work with this summer. He was eager to try to do what was asked of him, and he usually glowed with excitement about the daily activities. Bill had his ups and downs, but he almost always carried a smile with him to cheer up the day for everyone.

BRENDA

Brenda is a quiet, withdrawn sixteen year old girl who blossomed this summer. Her blonde hair and blue eyes add a soft glow to a recently acquired smile.

Brenda's limitations are many. She is a frail, timid child who has been a tuberculosis patient at Mount Vernon. One lung is collapsed. The father is a disabled veteran who is hospitalized several times each year. The mother, being a domineering, suspicious woman, discourages any sense of confidence Brenda attains. Consequently, Brenda is plaqued with a complex mixture of environmental misgivings, mental retardation, and physical handicaps.

Swimming has been of great importance to Brenda. This is where she has gained most of her new found confidence. The first day we went swimming she would not put her face into the water. The second day she put her face in, and the third day her head under, but still holding on to the rail. Now Brenda does the front and back float, bobs, sits on the bottom of the pool, and the back and front row. All of these, because of her physical handicaps, have been especially difficult to master. Swimming has been a challenge. She is now aware that she can overcome her limitations and succeed.

Skating is a new activity. Brenda is not the least bit shy on roller skates. The first day she held to the rail and walked, and the second day she was able to balance herself. Now she is confident and is able to do a fair job at skating.

Camping was the highlight of Brenda's summer activities. This was her first experience at camping, and also at being away from home at night. Brenda's mother called the school to ask about her daughters progress, and informed me that Brenda wanted summer school to last eight more weeks so that she could go camping each week. We were fortunate to camp overnight two different times. The second time Brenda was more excited than the first. The day of our last camping trip she was sick but refused to stay at home.

At the beginning of summer school Brenda was a shy withdrawn girl who kept to herself, and very seldom smiled. The summer program has brought her out of her shell and into a world with light and laughter. The activities have been so numerous and exciting that it was impossible to stay in a shell. Swimming, skating, camping, hiking, picnicing, movies, cook-outs, plus physical fitness and numerous other activities have completely filled her life. Brenda's problems are many and are not nearly solved, but there is now enthusiasm and willingness to participate. The past six weeks has changed a very shy withdrawn girl to one that is really a part of the group.

CHRIS

Chris is a quiet ten year old Mongoloid. It was reported that he had been ill and uninterested in entertaining himself at home during the weeks prior to the beginning of summer school.

There has been quite a change in Chris since that report was given.

The summer school program seems to have been the best thing that could have happened to Chris.

He is no longer uninterested and has thoroughly enjoyed his summer activities. He is still usually a good quiet boy.

I must admit I didn't notice the big change in Chris until the summer program had reached the halfway mark. It was the day we took the children horseback riding. "Giddy up, Go, Granny, Go," was the delightful cry from Chris, as he had his first horseback ride.

One probably wouldn't believe this happy shout came from very reserved Chris, but it did and he was smiling from ear-to-ear.

From that day on it seems Chris had a new outlook or at least he expressed how he enjoyed everything much more than before.

Chris has also became a whole-hearted bowling champion. The past few weeks he's learned how to place his fingers in the ball correctly, and will not attempt to bowl unless this is done properly, then a couple of good swings back and away the ball goes for a strike! Yes, Chris has made several strikes with his unique swing of the ball.

Chris has always been able to entertain himself alone in the classroom whether it be waiting for morning classes to start or at rest time after lunch. Here lately he has found a friend to join him in his own special corner of the room. He and his friend will play quietly laughing and talking and having a good quiet time together

Chris has participated in all activities this summer, even though his guardian didn't think he'd be able to.

His roller skating has improved a great deal and he is quite proud of himself skating without assistance.

In swimming he was most cooperative and has become very at ease in the water. He is eager to wander down into the deeper water just to see what its like.

Not once have I ever had to ask Chris twice to participate in any activity. He is always willing and eager and will try anything he's asked to do.

On the whole, Chris has improved in every possible way and has accomplished a major goal: Showing that he really enjoys himself. Even though it may be working to accomplish a skill in locomotion, or tumbling. He prides himself in showing what he can do when asked to demonstrate.

JAMES

James is a very active little boy. He is 13 years old and small for his age. In many ways he is very much like a so-called normal child. He can carry on a good conversation, has a great deal of common sense, eats with excellent manners, can dress himself and has a terrific amount of rhythm.

James is the youngest member of his family and has been babied a great deal. After his mother died about three years ago, James began to really become a problem. His father would not discipline him because he was the baby and because he had been so close to his mother.

Since James was a mamma's boy, he missed his mother a great deal. He now began to say that mamma was still at home. Everything he made he took home to mamma. When I explained to him that mamma was not at home that she was gone, this made no impression; everything was still for mamma.

This small innocent little boy really seemed to feel the distinct need for a women around the house. At school, he would only have something to do with women, and he only wanted to play with girls toys and with the little girls. He was always wanting to hug or kiss either me or the little girls and seemed to thrive on any girl's attention.

Since summer school has started, James is beginning to get out of this attention for girls. In so many of our activities, the boys and girls are separated.

For instance in swimming, at first he would not put on his clothes by himself because he wanted my attention and help while he was dressing; now he dresses himself and then will help with some of the smaller boys. When it came to the water itself, this too presented problems, he would scream at the top of his lungs, and would have to be made to get into the water. Now he is able to walk through the water, duck under, and even pick up objects under water.

This great sense of rhythm that he has is helping him a great deal with both swimming and skating. He seems to be able to balance himself so much better.

When we started skating, he did not even know how to put on the skates. Now he is doing very well; in fact, I think with about two more trips to the roller rink, he will really be skating well.

Both in the classroom and on field trips, James has become more independent. While we were camping out, he played ball with the boys and was so pleased that he could do such a good job. When we ate our meals at camp, he would eat and did not seem to even notice the girls.

James is still a problem in that he is very stubborn and wants to do things in his own way and at his own discression. When he is in a group situation he still demands much attention from all those around him. However, he has really made a great deal of progress during this summer session; and I feel that it has been a good step forward towards adjustment. The summer session will certainly aid the child in attaining a successful regular term in the fall.

P. L. 89-10
TITLE I

MISSOURI SCHOOLS FOR THE RETARDED

SUMMER TERM, 1967

Because of funds allocated by the Federal Government under the Elementary and Secondary Education Act of 1965, Public Law 89-10; it was possible for the Missouri Schools for the Retarded, of the State of Missouri to carry out several studies during the summer term of 1967.

Of the ten training centers in operation during the summer term; personnel from several of the State Schools expressed their desire to complete an independent study. A variety of studies were suggested and the following were submitted.

1.	Springfield	Mr. R. Kirkey	Study on Transportation
7.	O'Fallon	(Mrs.) Jewell Stevens	Case Study on Eugene
9.	North Kansas City	Mr. L. H. Simmons	WASP Filmstrips of Functional Words
9.	North Kansas City	(Mrs.) Violet Ranum	The Place of the Volunteer in the Summer
9.	North Kansas City	Mr. C. Curry	An Art Study with Trainable Retarded Children
10.	Kennett	(Mrs.) Berniese Wilson	Study of Physical Education
11.	Cape Girardeau	(Mrs.) Betty Heisser	Physical Education Study
12.	Kansas City	(Mrs.) Phyllis Geppett	Motor Perceptual Survey
12.	Kansas City	(Mrs.) Don Parsons	Report on Speech Curriculum
13.	St. Louis	Mr. J. D. Ellington	Educational Rhythmics
22.	Neosho	(Mrs.) Helen Moss	Study on Education Rhythmics
36.	Hannibal	(Mrs.) Pauline Daugherty (Mrs.) Edna Carrol	Special Project in Educational Rhythmics

STUDY ON TRANSPORTATION

State School No. 1

Springfield, Missouri

Summer Term, P.L. 89-10

Material compiled by

Mr. Richard Kirkey

Teacher in Charge

STUDY ON TRANSPORTATION

The possibility for study in the area of tranportation seemed limitless, and the teachers at State School No. 1 have provided the program with several good ideas.

Included in this study are the use of proper manners while traveling, correct amounts of money to be used, safety, an introudction to the use of road maps, some of the early means of travel, the various ways of traveling, as well as the use of trucks, trains, planes, and buses for transporting products of all kinds.

The children were encouraged to make scrap books on travel, and other crafts using what they had learned from this unit to correlate art projuects.

The children were all familiar with the bus they come to school on; therefore, a good beginning for the unit of study had already been established.

This was reinforced with trips to the bus and train terminals, and to the airport where the pupils had the opportunity to watch a jet liner rise, magestically to the sky. One of the girls was heard to remark, "I want one."

Primary and Intermediate Age Groups

The intention of this unit of study for the primary and intermediate age grouped pupil was to develop the following objectives:

1. To develop an awareness of environment.
2. To develop a greater independence in using public transportation.
3. To make available opportunities for growth in discirminative skills.
4. To foster the use of supplementary skills and to relate these skills to everyday living.

Safety habits involving the bus, train, plane, truck, and automobile were discussed. Safety habits for both traffic safety awareness and safety procedures as a rider were discussed and demonstrated.

The pupils were exposed to transportation by becoming involved in the following activities: Taking hikes and using safety signals found on the road; looking through safety books; general discussions; reviewing film strips; role play or play act various situations, and related home safety habits. The field trips which the pupils were involved in consisted of the following; city bus depot, city storage for school buses, commercial travel service of the Continental Trailways, actual bus trips to nearby towns, and the daily travel in the school buses.

Some of the classroom activities which related to transportation included: cutting out pictures from magazines of trains, buses, and other modes of transportation and pasting them into a scrapbook; discuss and show pictures of various types of vehicles; color mimeographed pictures; draw, paint murals; role play; film strips; use tape recorder and record player for sound effects; build clay models; compare the various modes of transportation; and various field trips to indicated the transportation needs of all the community.

In evaluating the pupils, the teacher observed their actions and reactions and recorded them individually for future references. The pupils were also tested on their ability to retain the information, and it was observed that in most cases the child's overall behavior and attitude towards transportation was changed for the better.

The intermediate age group of pupils followed a similar program as indicated above with a few exceptions. The fact that in most cases the intermediate age pupil is more mature was the reason why more sophisticated activities could be carried out. Delving into the means of transportation which transports food, clothing, and other everyday needs seemed to be important for the intermedate age group pupil to understand. Discussing the development of transportation from simple walking to modern jets was another activity developed. The problems of transportation involving the weather, distance, and safety were of great importance for this group to discuss.

Young Adult Age Group

The major objective of this study was to aid the young adult trainable pupil in the development of an awareness and knowledge of the importance of transportation and its reality to man's life in the past, present, and future.

The history of transportation seemed to have more meaning to the young adult group more than the primary group. This might be due to the maturity that usually comes with age.

In the discussion of the history of transportation the pupils were exposed to the importance of the invention of the wheel. They were encouraged to discuss the variety of vehicles in use today and the types of fuel used in them. The distinction of the basic parts that go to make up a vehicle were discussed.

Many activities such as, wood burned plaques, field trips, and map observation were part of the teaching process.

The various field trips to such places as the bus depot, the airport, and the train station added to the pupils acquisition of knowledge in the area of transportation. It is felt that all of the pupils involved in the summer program at State School No. 1 gained greatly from this study on transportation.

CASE STUDY ON EUGENE

State School # 7
O'Fallon, Missouri
Summer Term, PL 89-10
1967

Submitted by
(Mrs.) Jewell Stevens
Teacher in Charge

CASE STUDY

SUBJECT: Eugene - Born 8-4-52
Daily Narrative, Summer School, 1967
State School #7
O'Fallon, Missouri

TO: State Department of Education

FROM: (Mrs.) Jewell Stevens, Teacher-In-Charge

Special Information:

Eugene is a tall, thin child with brown hair which is usually long because of lack of money to get it cut. He is 15 years old and lives at home with his mother, two brothers and two sisters. His father died a couple of years ago. He was very fond of his father, and he waited on him hand and foot for months while he was sick. It was rather hard on Eugene losing his father. It seems that he is capable of understanding what death means and that he will not see his father again. His younger sister got married last year, and he thinks her husband is just about the best.

I have had Eugene in my class since he was 11 years old, and I feel that he has made tremendous progress. He was quite a "baby" when he was first enrolled and would sull up at the least little thing and cry. It didn't take too long to get him under control, but he would sull up or throw a fit for the aid or bus driver. I asked the aid and bus driver to tell me when he does this. I have not had any trouble with him in the past couple of years.

Eugene loves to do things and to be praised for doing things the right way. There are not too many sounds that he can't understnad and almost any word you say to him, he can tell you what letter it begins with. He is doing arithmetic very well now and seems to really enjoy problems where he has to carry; in fact, he makes 100 almost every day. He knew very few letters of the alphabet last fall, so I told him I would buy him a gift if he could learn all of them and in two or three days, he knew every letter and he didn't just memorize them he still knows them. He can write all of the letters. He is now writing his full name and seldom ever prints.

I have been interested in and proud of Eugene for the past couple of years; therefore, I decided to do a case study on him this summer and was very pleased with the results. He really enjoyed summer school this year. He has attended camp every summer until this year, and he stated that he liked summer school much better. You will note from the daily entries that he did exceptionally well in recreation. He was allowed to be "teacher" a few times this summer and from observation, it was noted that the children responded to him real well.

DAILY ENTRIES:

June 19 Eugene's mother brought him in to enroll. He was very excited as he didn't come to summer school last year.

June 20 Eugene was very excited this morning. He wrote well and did arithmetic work. He worked on speech and was tested. He ate lunch early; he had a big lunch. We went swimming. I tested him on the progress in swimming list, and he accomplished everything on the list.

June 21 He worked on language development and reviewed new film-strips, and he did well. In crafts he made a letter holder.

June 22 He went skating today and performed nicely. He said that he had never been skating before. He fell several times, but still skated better than any other child in the school.

June 23 We went swimming today, and he really was very good. In crafts he made a comb-case.

June 26 He did arithmetic and writing. We had a ball game, and he really hit the ball hard. In crafts he made a key ring for his mother. Some of the children take two or three days and sometimes more to make an art project; but unless it is very complicated, he will finish his in a day.

June 27 I took Eugene bowling, and he excelled in this activity also. He had to use the 16 lb. ball because his fingers were too big for the other balls. He can really push that big ball down the alley.

June 28 He worked well today. He knew he was going to go swimming, and he loves to swim.

June 29 We worked on speech work this morning. He also started a bracelet for his sister and worked on it until time to leave to go roller skating. He did a much better job of roller skating today.

June 30 He did his seat work and then rode the new bicycle exerciser. He was able to obtain a faster speed than any other child in the class, up to 30 miles per hour. He did much better swimming today.

July 3 He finished the braclet he had started for his sister. Eugene has three sisters, but there was no doubt or hesidtation as to which one the bracelet was for. He did a marvelous job of bowling today and even got two or three strikes.

July 4 No School HOLIDAY

July 5 He was very disappointed today because he didn't get to go swimming, but he realized that it was too cold and told me that if we went swimming we would freeze. Some of the children couldn't understand why we didn't go and Eugene told them it was too cold.

July 6 Eugene was excited today because I told him that Mr. Bilyeu and Mr. McKee were coming. I asked him to show Mr. Bilyeu how smart he was, and this really thrilled him. I had him show Mr. Bilyeu how good he is with sounds. I also asked him to show how good he could roller skate. He loves to do things well and have you brag on him. He began skating backward today and did pretty good.

July 7 He said all of the alphabet and counted to 100. He did his writing and arithmetic and made 100 on his arithmetic paper. We went swimming, and he hardly needs anyone to watch him swim as he swims very well.

July 10 Today we all came to school one hour early, and Eugene was very excited because we were going for a train ride. We went to Kirkwood and rode the train to Washington, Missouri. Mrs. Merrell (Alan's mother) went with me to help watch the children and Jane Egelhoff and Shirley Melton drove the busses down to bring us back. Eugene said that the train ride was very interesting. We spent an extra hour at school today, as we had to come early to make train connections so everyone was tired when the day was over; and this was the hottest day that we have had as the humidity was 98%.

July 11 He did writing, arithmetic etc. and rode the bicycle exerciser. Jane Egelhoff put more tension on the bike, and Eugene said that it was much harder to paddle. He went bowling again and did a fine job.

July 12 He did his seat work etc. We worked on speech work and then we played Uncle Wiggly. I had him read, or try to read, what the card says instead of just saying the number that is on the card like the other children do. He again did a good job of swimming today.

July 13 He came to school very excited today, and when I asked him why he was so happy he told me that he likes to go roller skating. He did a good job of skating backwards.

July 14 Eugene was very well behaved today. After we did our work in the classroom we had a ball game. Eugene really enjoyed swimming today as the swimming instructor played with him. The two of them played tag in the water. He dived off the bank so many times and swam so much that he appeared to be work out by two o'clock.

July 17 We had to come to school an hour early today and let the smaller children go on the train ride, but when we got to school we found out that the trains were on strike, and they didn't get to go. We went to Babler State Park and Eugene was really a big help. He helped the little boys in the barthroom and was a big help getting the children up and down the hills on our hikes.

July 18 Eugene did a good job today telling me about our new film-stips. He enjoyed bowling very much. He was very excited because we were taking movies of our bowling, and he really did a good job of bowling. I kidded him and tried to get him to use a lighter ball, and he told me they were too light for him.

July 19 He said that he wanted to go swimming today and race again with the swimming instructor. We went to the pool and it began to rain so we sat in the busses and waited until it stopped which was about 15 minutes. Eugene was very excited when it stopped raining and we told him that he could swim.

July 20 He really skated fast today. After we cleared the floor, I chased him on the skates, and he really moved fast. I went over to the side and one of the ladies who had been helping us wanted to know if I neededany help to clear the floor, and I told her that we had all of the children off except Eugene; but she thought that he was running from me and wouldn't stop. I told her that Eugene was one child that all I had to do was say stop and he would. I explained to her that I was just giving him a little more exercise, and that he was really enjoying it.

July 21 Eugene ripped his swim trunks today, and it really embarrassed him. I told him to stay under the water, and he did. He didn't want to dive any more the rest of the day. I told him when we get out of the water for him to put his towel around his suit instead of around his shoulders, and he certainly didn't forget; he grabbed the towel and put it around his swim trunks swiftly and tightly.

July 24 Eugene was really excited today as we were going to Holiday Hill amusement park. He rode everything that the man said we could ride. He loved all of the rides and expecially the ones that were daring and thrilling. He loved the Dodge-Em-Cars.

July 25 Today we went to Grant's Farm, and Eugene was really a big help. We had him in charge of the men's barthroom to help our little boys. He did a very good job and got them all out except one little fellow who decided he would rather play than come out, and Eugene couldn't make him come out, so I had to guard the door and let my aid go in after him.

July 26 We had to come to school an hour early again today, so the little children could go on their train ride. I had a visitor come in to till out an application to have her child tested for the Training Program, so I let Eugene be the teacher; and he did a good job. I passed out Lotto Cards, and Eugene took over. The children played two games, and Eugene related that Linda lottoed first in each game.

July 27 Eugene made a pair of horse heads of plaster paris. He really did a fancy job of roller skating today as he knew wer were taking movies. Quite a bit of the movie involved Eugene because we feel that he has done wonderful this summer. We took four complete rolls of movie film of skating.

July 28 This was the last day of school, and we cleaned our room and wrapped the things we had made in order to take them home. Eugene forgot his swimming trunks this morning. He didn't like the idea of sitting on the side of the pool, and when I said I would call his mother to see if she could bring his suit, his face lit up. His mother did bring his clothes to the pool, and he really enjoyed his last day of swimming and summer school.

WASP FILMSTRIPS OF FUNCTIONAL WORDS

State School No. 9

North Kansas City, Missouri

Summer Term, P.L. 89-10

1967

Submitted by

Lawrence H. Simmons

Teacher

WASP FILMSTRIPS OF FUNCTIONAL WORDS

Ater using the Wasp Filmstrips of functional words for six weeks, it has been found that the students ability to recognize and understand functional words has improved to a great extent.

Only one of eleven boys knew more than two or three of the words or phrases at the beginning of the experiment; these being, stop, bus-stop, and keep off. One boy, Terry knew about six of the words or phrases. After the six week experiment, most of the boys knew almost every one of the words and phrases listed below.

It was found, however, that the kit couldn't be used exactly as it was meant to be used. It is concluded that it would expedite matters, and allow the students to learn the more important and necessary words quicker if, the instruction or teacher's guide book with its totally unappropriate suggestions for discussion were done away with. Also, the film strips could be condensed into a few in number, using essential words that these particular students need to know and will be able to retain. In short, it is felt that the kit contains much unnecessary materials for teaching this type of child. The filmstrips are good in that the pictures help the students place the word to be learned in context; and the different examples of the word, typewritten, large type letters, and chalk written, helps the students recognize the words in different situations.

Words which were concentrated on:

Danger
Poison
in - out
up - down
Bus Stop
Warning
Caution
Exit
Emergency
Drugs
High Voltage
Explosives
Keep Off
Wait - Walk
Fall out Shelter
Private Property
Left - Right
School Crossing
Flammable

THE PLACE OF THE VOLUNTEER WORKER IN THE SUMMER PROGRAM

State School No. 9

North Kansas City, Missouri

Summer Term, P.L. 89-10

1967

Submitted by

(Mrs.) Violet Ranum

Teacher in Charge

THE PLACE OF THE VOLUNTEER WORKER IN THE SUMMER PROGRAM

The names, , ages, and hours of work given by each worker are listed.

Diane Justus	15 years	over 60 hours
Lynn Bridges	15 "	over 40 hours
Christie Grisham	14 "	over 40 hours
Carol Gould	14 "	over 40 hours
Derrell Gould	14 "	over 40 hours
Pat Gould	15 "	over 40 hours
Judy Thomas	19 "	over 15 hours

Barry and Steven Campbell, one day.

Lynn Bridges first asked for a chance to give some time as she feels she will be a primary teacher. Her mother also made a request as did Mrs. Justus for Diane. Before the session was over, Diane was certain she wanted to teach handicapped children.

Two helpers not listed above were trainees from the Job Corp. Jean Berger and Janie Williams keep the hours of an aid. Janie is a born leader and an inspiration. She plans to return to New York and college to prepare for teaching.

Mrs. Gould and Mrs. Grisham were the cooks at the school and their children helped in the kitchen when not assisting the teachers. Christie Gresham voiced this opinion, "I think every teen-ager should work in this type of school. When I start fussing at my parents for this and that, I remind myself of how thankful I should be for good physical and mental ability."

The two boys, Pat and Derrell were much help in the swimming program. They helped with the more capable children; teaching better strokes, improving their dives and form. Also the work on the trampoline was more enthused and more motivated with these boys as "spotters" around the trampoline.

Lynn, Carol, and Christine helped more with the beginners in swimming lessons. A teacher could take one or two pupils, tell the girl what should be practiced, demonstrate method and leave the volunteers to repeat and repeat. This was done, using the nursery rhyme "Ring Around the Rosy" to get timid children to put their head under the water. Also used to practice blowing bubbles, kicking off from the water, etc. Several children accomplished the feat - "jump into the pool." with this individual help.

On the over-night Camp-Out, the two Gould boys and their older brother, Fred, were great help. Fred is a Scout Leader. The boys set up the tents, helped cook, play ball etc. Then after State Schools #9 and #12 had used the camp, they took the tents down, folded them correctly, and returned to owner. Anyone who has struggled with tents appreciate the effort here. Fred was so glad that his day off from work came on a Friday so that he could participate.

Two rooms of the oldest girls had a slumber party at the school. The one Job Corp girl requested that the instructor write to her counselor for permission for her to stay the night. This was granted Janie. After this very successful event for eighteen trainable pupils, two teachers and four volunteers, Janie thanked the instructor for the privilege of participating. This was the atmosphere throughout the whole summer.

Being in the greater Kansas City area, the school took advantage of the wonderful Swope Park. But the teachers decided to make this trip different from previous times, by allowing the children to ride the minature train, ponies, and elephant. With eight teen-age volunteers, aids and bus drivers, a ration of two children to each adult was obtained. So, the thirty-eight youngsters of ages six through eleven appeared to have had a splended day. From this experience, it seemed that the teen-agers gave the retarded children more confidence.

These young people were found to follow directions very well and yet were not prone to go too far on ideas of their own without asking or consulting someone. They do not have theories or favorite psychological tricks of their own to wish to try as some adults might have in the same situation./

These boys and girls set a wonder pattern of dress, grooming, and acceptable behavior for our students.

They were not shocked by our occasional some-what different behavior. The volunteers considered the children as very normal and so apt to enjoy what they enjoyed.

The teen-ager has sufficient energy to meet the demand of the strenuous summer of activities.

They often supply notable short cuts and worth while ideas; but of course, need guidance and direction.

Job Corp girls and Diane were on duty daily. They were placed with a specific teacher. The teacher who kept the non-swimmers (physical or other reasons) had one girl as a steady assistant. The other two were in rooms having a hyper-active child demanding extra attention. At swimming, the volunteers knew which class and which teacher they were responsible to. Volunteers of this age must be kept busy or else foolishness may start. Many times they were appreciated for their swiftness in catching a quick child.

It is felt that the experience with these ten young people proves that Youth today are truly searching for acceptable ways of utilizing their energy - both physical and mental. It is suggested that Missouri, expecially the M.A.R.C. look further into the possible establishment of youth groups such as Texas has. ("TARS" = Teens Aid the Retarded") This group is interested in learning more about the causes, characteristics, and needs of the mentally retarded. TARS are interested in finding ways to help these handicapped people live a fuller, happier life by assisting in the various community programs already in existence. Also, as volunteers who participated in State School No. 9's summer program are the TARS interested in exploring the opportunities for careers in the field of mental retardation or related vocations.

AN ART STUDY WITH TRAINABLE RETARDED CHILDREN

State School No. 9

North Kansas City, Missouri

Summer Term, P.L. 89-10

1967

Submitted by

Mr. Charles Curry

Teacher

AN ART STUDY WITH TRAINABLE RETARDED CHILDREN

Purpose: To note behavior of three retarded children during painting sessions, and any change in their behavior.

Terry:

Whether Terry is excited by color, or painting, or whether he is just excited about a lot of things - he talks about all of the time while in the room. He likes to use contrasting colors with dramatic strokes. His third painting required all the period. Covering almost all of the space with black leaving a square about hand size. This he painted yellow. When asked if he would like to tell me about it, Terry said "this is a window". When asked if we were on the outside or inside, he replied, "inside."

During one picture painting period "Chris" another boy from Terry's class visited and painted. This day Terry lost interest in painting the picture. He painted the pins holding the paper, the handles of brushes, the wall and the floor. He was very talkative this day, constantly remarking "I'm going to jump out of this window", I'm going to Kill Mrs.______." "I could shoot myself in the head." For some reason the presence of Chris seemed to cause Terry to be unsually stimulated, to talk and other nervous actions. Terry was much calmer the next time with Chris not there, but carried on a monologue during his painting. "Die heart attack", "Blood (Red paint on hand)" Is Mrs. _____bad?", "I think so." "Harry went home early, he wet his pants", "I'm mad at my neighbor - he called me 'punk'." "Is punk bad?" "I wake myself crying every night."

Terry asks questions at times, like "Do you like me?" "Are you mad at me?" Almost every remark I have heard Terry make has been negative or bad news. He painted a large red stop sign and seemed very pleased with it.

Larry

The first day Larry painted a tree full of apples; but after this, all work was Indian type designs. He appears to be a very good natured boy. He smiles quickly and does what he is asked. He wants to shake hands often as though it is a way of communicating that would compensate for a lack of speaking.

While he is painting if he notices the instructor watching, he stops and grins at him. It is not certain whether he wants approval or had rather not be watched.

After Larry was shown that he could put the paper on the floor and sling different colors on it, he began to methodically sling paint until the colors fused together, lost their hue and became muddy. When asked to stop before this happened, he understood and made a very nice three-color painting using this method. Larry made eleven paintings in all.

During the last week of school, the pupils mixed some clay and each student got about a pound and a half. Larry began at once to make a man and woman. On the third time, he made a canoe with a man and woman. Good detail - such as the woman had long hair, and there were paddles in the canoe.

Marcia

The first thing one notices about Marcia is that she draws quickly with the brush and communicated by whines. She holds her hand to her ear as though hard of hearing. Marcia comes into the room ready to paint without looking right or left, and is impatient if she has to wait for paper to be put on the wall.

She is not concerned about repeating a color or about the whole space being covered with paint. She always changes colors with each line or shape. She mostly likes to draw heads of ducks. With these she makes sounds of "quack," which are some of the very few sounds made by Marcia during her painting times.

Most of the time she would like to paint longer. After Marcia painted her third duck, she was asked whether she would like to paint something else. She said, "Bunny Rabbit", which were some of the very few words she had spoken to this point. At first she refused to draw more than just the head. Later she painted more of the animal and began to make good compositions. Sometimes she paints heads of people - smiling faces. Marcia accidently knocked a can of paint off the paint ledge splattering about a cup of yellow paint at her feet. She became very aggitated making her rapid whinney sounds. After she was moved to another paint place and the paint was wiped up, she would look over at the place and worry about it. The next day she seemed worried about the place where the paint had been spilled.

She seems lost in her painting until some gets on her finger, then she runs to me as though it were cut.

Marcia communicates very little, but works quietly. Does not respond when talked to.

She was offered some clay. She did not like getting the wet clay on her hands. She punched holes in the clay with a stick, then wanted to paint again.

She was given some water color felt pens to paint with. She drew a large head and colored it black.

It is the opinion of the instructor that a study of this nature would be of value provided, the teacher knew the students over a longer period of time and if the study were much longer in duration.

STUDY

on

PHYSICAL RECREATION

STATE SCHOOL NO. 10
Kennett, Missouri
Summer Term, P.L. 89-10

Materials Compiled by

Berniece R. Wilson
Teacher in Charge

assisted by

Charles Peck
and
Donna Cole

OUTLINE

Introduction

Skill Survey

Softball

Skating

Swimming

Motor-Perceptual Survey--Balance

Miscellaneous Activities

When planning a physical fitness program for a summer school term, the planners and instructors may find themselves torn between administering endless, intricate achievement tests with copius statistics, or planning a number of activities with just the aim of having fun. Optimally, the two ideas should be combined to form a program in which tests are administered and records kept, but also in which much enjoyment is derived by the children. This is what we have tried to do, and even though our program does not really approach the non-existant, "ideal" program, we feel that it comes as close to this ideal as the bounds of practicality would allow.

To plan a program is one thing; to administer it is another. As the session progressed we encountered many difficulties which had escaped our conjecture during the planning stages. Many times we were tempted to play softball when we should have been taking achievement tests, and, to be very honest, we would usually play softball in such a situation. Many times we would rather have had water fights than learn the breaststroke, and we usually would end up having the water fights.

But, there were several areas in which we chose to keep rather accurate records; one was swimming, and the other was in the field of motor-perceptual problems. In the latter area, we decided to concentrate on balance and the accumulation of basic skills, using a special motor-perceptual survey devised by Matthew E. Sullivan, a Physical Education consultant for the Special School District of St. Louis.

All the while that we were administering these programs, we were trying to make them as enjoyable as possible--for us as well as the children. We tried to make games of the achievement tests, to whet the children's spirit of competition. As could be expected, our scoring of the results leaves something to be desired, but we did all we could to eliminate any systematic errors and rater bias.

We also had difficulty in determing just why a certain child could not perform a particular excercise. Had he suffered neurological damage, or was it due to an orthopedic handicap? Was it due to enviromental deprivation or a low level of phsical fitness? Was his problem "motor" or "perceptual?"

These and other questions we have been unable to answer with any real degree of certainty, and in this type of work results are many times hard to come by, but we at least feel that we have made a beginning in treating a child's problems and teaching him more proper ways to respond and adapt to his environment.

SKILLS SURVEY

The purpose of this survey was to observe and record various simple skills, most of which a "normal" child would take for granted. The survey was divided into three parts--locomotive skill, stunts, and ball skills.

The locomotive skills were mastered fairly easily by almost all of the students, though several could not skip and most could not march to the beat of music.

The stunts included simple tumbling activities and step climbing. These skills were performed quite well by the older groups, but the younger ones had considerable difficulty.

Almost all the students showed some degree of proficiency in ball skills, but again the older ones performed best. The younger children seemed to enjoy bouncing and kicking a volleyball, although many of them could not even come close to shooting baskets with it. The older children would rather have thrown or hit a softball than play with a volleyball or basketball.

As in all other activities, the physically handicapped students turned in the poorest performances. Some could perform with help from the other children, some not at all. Again, as in other activities, the performances of the girls were more impressive than those of the boys.

Since the performance level of many of the children varied greatly from day to day so as to make rating levels all but meaningless, we chose to record whether the child had mastered the skill or not rather than juggle useless statistics. A fairly accurate indication of the child's abilities in these areas can be obtained by merely noting the number of skills attained. This is also the scoring system we used for the swimming program, but for the balance beam survey the zero-to-three graduated system proved to be the most useful.

EXAMINER
TEACHER Wilson
TRAINING SCHOOL No. 10

AGE RANGE 15-19
DATE 7-28-67

SKILLS SURVEY

PUPIL	Chronological Age		LOCOMOTIVE SKILLS					STUNTS				BALL SKILLS						No. of Skills Attained
			Runs	Jumps	Marches	Hops	Skips	Forward Roll	Backward Roll	Log Roll	Climb Steps	Bouncing	Kicking	Throwing	Catching	Hitting Softball	Shooting baskets	
Jimmy Holden	18		✓	✓	✓	✓	✓			✓	✓	✓	✓			✓		10
Johnny Holden	19		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		13
Troy Holt	19		✓								✓							2
Johnny Lawrence	17	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	15
Ronnie Lawrence	17		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	15
Avery Noble	15		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		13
Joe Pickard	18		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓		11
Fred Riggs	19									✓	✓					✓	✓	4
David Smotherman	19		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		12
James Townsend	15		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	.	✓	✓	13
Ro ie Wagoner	18		✓	✓	✓	✓				✓	✓		✓					7

EXAMINER
TEACHER Williams
TRAINING SCHOOL No. 10

AGE RANGE 14-19
DATE 7-28-67

SKILLS SURVEY

			LOCOMOTIVE SKILLS					STUNTS				BALL SKILLS						
PUPIL	Chronological Age		Runs	Jumps	Marches	Hops	Skips	Forward Roll	Backward Roll	Log Roll	Climb Steps	Bouncing	Kicking	Throwing	Catching	Hitting Softball	Shooting baskets	No. of Skills Attained
Patricia Bailey	18		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	13
Brenda Bates	16		✓	✓	✓	✓	✓			✓	✓	✓	✓					10
Joyce Brisher	15		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	15
Ruby Brisher	14	-	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	14
Sue Brisher	17		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		14
Joyce Collier	19		✓	✓		✓	✓			✓	✓	✓	✓					8
Laura Jean Drummond	15		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	15
Shirley Ann Gibbs	17		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓		11
Ruby Morgan	18		✓	✓		✓	✓			✓	✓	✓	✓					8
Opal Smotherman	14		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			12

AMINER
ACHER Callens
AINING SCHOOL No. 10

AGE RANGE 6-12

DATE 7-28-67

SKILLS SURVEY

			LOCOMOTIVE SKILLS					STUNTS				BALL SKILLS						
PIL	Chronological Age		Runs	Jumps	Marches	Hops	Skips	Forward Roll	Backward Roll	Log Roll	Climb Steps	Bouncing	Kicking	Throwing	Catching	Hitting Softball	Shooting Baskets	No. of Skills Attained
Terry Boone	11		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	14
Freeda Ann Knighten	8		✓	✓		✓				✓	✓	✓	✓					7
Marilyn Parker	6		✓	✓		✓	✓			✓	✓	✓	✓					8
Earnest Payne	12	-	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	13
Katherine Petty	11		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			12
Mabelle Petty	10		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	13
Ralph Petty	7		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓				10
William Sallis	9		✓	✓		✓	✓			✓	✓	✓	✓	✓				9
Willie Earl Sykes	10		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	14

EXAMINER
TEACHER Hill
TRAINING SCHOOL No. 10

AGE RANGE 7-13
DATE 7-28-67

SKILLS SURVEY

PUPIL	Chronological Age		LOCOMOTIVE SKILLS					STUNTS				BALL SKILLS						No. of Skills Attained
			Runs	Jumps	Marches	Hops	Skips	Forward Roll	Backward Roll	Log Roll	Climb Steps	Bouncing	Kicking	Throwing	Catching	Hitting Softball	Shooting Baskets	
Angelia Battles	9		✓	✓		✓				✓	✓		✓					6
Gary Farrell	8		✓							✓	✓	✓	✓					5
John Wesley Fitzgerald	10		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓			11
Mike Fletcher	10	-	ABSENT															
Danny Harper	8		✓	✓							✓	✓	✓					5
Scotty Harper	7		✓								✓							2
Joyce Ann Meadors	8		✓	✓	✓	✓				✓	✓	✓	✓					8
James Robertson	12		✓	✓	✓	✓				✓	✓	✓	✓				✓	9
Ruth Ellen Smith	13		✓	✓	✓	✓				✓	✓	✓	✓	✓				9

EXAMINER
TEACHER Puckett
TRAINING SCHOOL No. 10

AGE RANGE 12-17

DATE 7-28-67

SKILLS SURVEY

PUPIL	Chronological Age		LOCOMOTIVE SKILLS					STUNTS				DALL SKILLS						No. of Skills Attained
			Runs	Jumps	Marches	Hops	Skips	Forward Roll	Backward Roll	Log Roll	Climb Steps	Bouncing	Kicking	Throwing	Catching	Hitting Softball	Shooting Baskets	
Joyce Ann Austin	15										✓							1
Joe Carter, Jr.	14		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓			10
William Estell	17		✓	✓	✓	✓				✓	✓	✓	✓	✓				9
Charles Golden	12	-	✓	✓	✓					✓	✓	✓	✓					7
Maxine Lewis	15		✓								✓			✓				3
Sylvester Nellum	15		✓	✓		✓				✓	✓	✓					✓	7
Vernon Petty	12		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	14
William Petty	14		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		12
Dayton Thompson	15		✓	✓						✓	✓	✓	✓	✓	✓			8
Hattie Walker	14		✓								✓			✓				3

EXAMINER
TEACHER Robinson
TRAINING SCHOOL No. 10

AGE RANGE 11-18
DATE 7-28-67

SKILLS SURVEY

			LOCOMOTIVE SKILLS					STUNTS				BALL SKILLS						
PUPIL	Chronological Age		Runs	Jumps	Marches	Hops	Skips	Forward Roll	Backward Roll	Log Roll	Climb Steps	Bouncing	Kicking	Throwing	Catching	Hitting Softball	Shooting Baskets	No. of Skills Attained
Mary Airsman	17		✓	✓	✓	✓	✓			✓	✓	✓	✓					9
Sharon Dowdy	16		WITH HELP								✓							1
Gary Eskew	12		✓	✓		✓				✓	✓	✓	✓					7
Debby Finley	14	-	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓					10
Virginia Mashburn	11		✓	✓	✓	✓			✓	✓	✓	✓	✓					9
Mary McKillips	18		PHYSICALLY HANDICAPED —(NEEDS HELP)															
Rebecca Pinkley	17										✓							1
William Swinton	13		✓	✓		✓				✓	✓		✓					6
Jimmy Wayne Turner	13		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓			11

SOFTBALL

Softball proved by far to be the favorite activity of the older (14-19) children, due partly to the competitive aspect (boys vs. girls) and partly to the degree of individual proficiency achieved by each child. After some experimentation, it was found that the children enjoyed most the games where the boys played against the girls; the sense of competition was heightened and a great deal of team enthusiasm developed.

Since the children varied considerably in natural abilities, special rules were devised to compensate for these variations; each batter was given as many swings as necessary to hit the ball, no baserunner could advance on an error, and substitute runners were provided for those children with especially debilitating physical handicaps.

The levels of proficiency attained by some of the individuals were impressive, especially among the girls. Only three of the boys could hit the ball with any degree of consistancy, but two of them hit drives as far as 300 feet when allowed to do so. Almost all of the girls hit well, five of them being able to hit the ball out of the infield, but many times they reached base due to fielding errors by the boy's team. The girls fielded fairly well--much better than the boys--and by the end of the program they had just begun to master the double-play.

Softball activities provided an excellent opportunity to observe any motor-perceptual problems among the children, especially in the area of spatial organization and recognition. In almost every case, it seemed that any inability to throw, catch, or hit the ball was due to an orthopedic handicap or infamiliarity with the game. Each less-capable child seemed to know what he was expected to do, to see the ball well enough, and to understand directions, but his physical handicap (obesity, palsy, general frailty) prevented him from performing well. In other words, their difficulty seemed to be more "motor" than "perceptual."

SKATING

In no other activity did we actually see as much progress made by the children as in skating. Our first trip to the skating rink was considered a nightmare by the instructors and a comedy of errors by the children. From our inquiries, it was found that only one girl has ever even worn a pair of skates before, much less learned to skate. Furthermore, we had neglected to contact our volunteer helpers, leaving only five of us to instruct some fifty-two children. Many of the children actually spent more time on their bottoms than on their feet. When our time was up all of us instructors' clothes were covered with the handprints of falling children, and we were all convinced that the hardest thing about skating is the floor, when you come right down to it.

With the help of our volunteer workers, we began to get results. Several of the older boys and girls caught on immdeiately, but everybody improved. We skated only four times, but on our last visit no less than twenty of of the children were skating perfectly by themselves, and almost all the rest could stand alone and skate with some assistance. The owner of the rink was so impressed with our achievements that he donated several dozen pairs of his old skates to our school. After a little repair work, we plan to make skating an integral part of our recreation program, using our gymnasium as a rink.

SWIMMING

The swimming program proved to be one of the most enjoyable and successful activities which we chose to undertake. We swam every Tuesday and Thursday, weather permitting, and all but four of the children participated. The swimming periods lasted from thirty to forty-five minutes, with time allowed for showering, dressing, and instruction.

Upon entering the pool area, the children were instructed to sit in equal groups on the edge of the pool. Several local girls had volunteered to help us with the program, so we usually had about two instructors for every six children. Upon the signal, each of the instructors would move to their respective groups and take the children into the water, one-by-one if necessary. One teacher or aide, who stayed upon the pool deck, was assigned to each group to keep records.

At first, many of the children seemed to be uneasy around the water, but we were pleasantly surprised to find out that none of the children actually refused to enter the pool. After two trips, even the subtle uneasiness disappeared and our problem then was to keep the children from jumping in immediately upon arrival.

The progress of some of the children was amazing, especially among the older girls. After mastering the basic swimming skills, several of the children learned to dog-paddle and then progressed to the more advanced strokes. At the end of the program, some of the girls had learned to dive from the diving board.

We cannot help but feel that every child achieved some degree of progress--those who were at first afraid of water overcame their fear, those who could dog-paddle learned the side stroke, etc. The records we kept certainly bear out our assumptions; but we did everything possible to make swimming fun and not let it become one long series of tests and chartmaking. One mongoloid boy who was originally "cautious" of the water, not only began to enjoy his swimming experiences but eventually learned to teach the other children how to float on their backs even though he had trouble performing the feat himself.

The results of the study on swimming progress are included in the combined swimming studies which were carried out through the state.

MOTOR-PERCEPTUAL SURVEY--BALANCE

Good balance is important in the satisfactory performance of nearly all movement skills. This survey included itmes for evaluating static balance (stationary) and dynamic balance (moving).

For the floor activities, the children of each class were lined up against one wall of the gym. The stunts were demonstrated by several of the more skilled students while one of the teachers coordinated the activities and another kept the scores. For the balance beam activities, the children formed a line behind the beam and performed as their names were called.

This particular survey provided an excellent chance to observe the balancing abilities of each child. As in other recreational activities and surveys, the great variation in abilities of the children quickly became apparent. Some of the children performed the activities perfectly upon their first try, while others could perform only after much practice or help from a teacher. Needless to say, those children with organic brain damage, neurological impairment, and orthopedic handicaps did most poorly on the balance beam, while several of the other less-capable youngsters showed generally poor body coordination. However, it should be noted that the poor performances of many of the youngest (6-13) children could very well have been due to lack of development of normal body control and the abilities that this control entails, including balance. Hence it is difficult, if not impossible, to derive meaningful data from this survey on motor-perceptual problems of children of the youngest age groups except in the cases concerning gross motor impairment.

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY [illegible]

Examiner Charles Peck

Teacher E. Callens

Building Gregory Training School No. 10

[illegible]

Age 7-12

Date 6-27-67

Pupils	Floor Activities							Balance Beam										
	Chronological age	Crouch on tiptoes	On L. foot (10 sec)	On R. foot (10 sec)				Forward	Backward	Side step	Cross step	Turns	Pick up obj. (L. foot)	Pick up obj. (R. foot)	On seat	On abdomen		
Terry Boone	11	1	2	2				2	2	2	2	2	1	2	1	0		
Frieda Knighten	8	1	1	1				1	1	1	2	1	1	1	1	1		
Earnest Payne	12	1	1	2				2	1	1	0	1	1	1	1	2		
Katherine Petty	11	2	2	2				2	2	2	2	1	2	2	1	1		
Mabelle Petty	10	2	2	2				2	2	2	1	2	3	2	2	1		
Ralph Petty	7	2	1	1				2	1	1	2	2	1	2	1	1		
William Sallis	9	2	1	2				2	2	2	1	2	1	2	1	1		
Willie Earl Sykes	10	3	2	1				3	2	2	1	2	1	2	2	2		

SCORING:

0 - unable to perform

1 - perform activity but unsustained, uncoordinated, tense

2 - perform activity, sustained but uncoordinated and tense.

3 - activity sustained, coordinated relaxed

[illegible] Charles Peck

Teacher Mrs. Wilson

Building Gregory Training School No. 10

[illegible]

Age range 14-19

Date 6-27-67

Pupils	Chronological Age	Floor Activities Crouch on tiptoes	On L. foot (10 sec.)	On R. foot (10 sec.)				Balance Beam Forward	Backward	Sidewise	Step over	Turns	Pick up obj. (R. foot)	Pick up obj. (L. foot)	On seat	[illegible]			
Jimmy Holden	18	2	2	2				2	1	2	1	1	1	1	0	0			
Johnny Holden	19	3	3	3				3	2	2	2	2	1	2	2	2			
Troy Holt	19	PROFOUNDLY RETARDED AND OBESE																	
Johnny Lawrence	17	3	3	3				3	3	3	2	3	3	3	2	3			
Avery Noble	15	ABSENT																	
Joe Pickard	18	2	2	2				2	2	2	1	2	1	1	1	1			
Fred Russell Riggs	19	1	0	1				1	1	1	1	0	0	0	0	0			
David Smotherman	19	2	3	3				3	3	3	3	3	2	2	1	2			
James Townsend	15	ABSENT																	
Ronnie Wagoner	18	1	2	2				2	1	1	1	1	1	1	0	0			
Ronnie Lawrence	17	3	3	3				3	3	3	2	3	2	2	1	2			

SCORING:

0 -- unable to perform

1 - performs activity but [illegible], uncoordinated, tense

2 - performs activity [illegible] but [illegible]

3 - [illegible]

[illegible] Charles Peck

Teacher Mrs. Williams

Building Gregory Training School No. 10

[illegible] 14-19

Date 6-27-67

Pupils	Floor Activities							[illegible]											
	Chronological age	Crouch on tiptoes	On L. foot (10 sec)	On R. foot (10 sec)				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	On seat	On abdomen			
Pat Bailey	18	2	2	2				2	1	2	1	1	1	1	1	1			
Brenda Bates	16	2	1	1				2	1	1	1	1	1	2	0	1			
Joyce Brisher	15	3	3	3				3	3	3	3	3	3	3	2	3			
Ruby Brisher	14	2	2	3				2	2	2	2	2	1	2	1	1			
Sue Brisher	17	2	2	3				2	2	3	2	2	1	1	1	1			
Joyce Collier	19	2	2	1				2	1	2	1	2	1	2	0	0			
Laura Jean Drummond	15	3	3	3				3	3	3	3	3	3	3	3	3			
Shirley Gibbs	17	2	2	1				2	1	1	1	1	1	2	0	1			
Opal Smotherman	14	3	3	1				3	2	2	1	2	2	1	1	2			

SCORING:

0 - unable to perform
1 - perform activity but unsustained, uncoordinated, tense
2 - perform activity, sustained but uncoordinated and tense
3 - activity sustained, coordinated, relaxed

Examiner Charles Peck

Teacher Mrs. Hill

Building Gregory Training School No. 10

SPECIAL SCHOOL DISTRICT of St. Louis County, Missouri

[illegible]

Classification

Age Range 6-13

Date 6-27-67

		Floor Activities						Walking Test											
Pupils	Chronological age	Crouch on tiptoes	On L. foot (10 sec)	On R. foot (10 sec)				Forward	Backward	Step sides	Cross sign	Turns	Pick up obj. (L. ha.)	Pick up obj. (R. ha.)	On seat	On abdomen			
Angelia Battles	9	1	1	1				1	1	1	1	1	1	1	0	0			
Gary Farrell	8	0	1	1				0....→ NEUROLOGICAL HANDICAP											
John Fitzgerald	10	3	3	3				3	2	3	3	3	2	2	1	2			
Mike Fletcher	10	1	2	2				1	0	0...→ TRIES WITH HELP									
Danny Harper	8	ABSENT																	
Scottie Harper	7	UNDER TRANQUILIZING MEDICATION AT TIME OF TEST																	
Joyce Ann Meadows	8	1	1	1				1	1	1	1	0	0	0	0	1			
James Robertson	12	2	3	3				3	2	3	3	3	2	2	1	1			
Ruth Ellen Smith	13	1	1	1				1	1	1	1	0	0	0	0	1			

SCORING:

0 - unable to perform

1 - perform activity but unsustained, uncoordinated, tense

2 - perform activity, sustained but uncoordinated and tense.

3 - activity sustained, coordinated relaxed

[illegible] Charles Peck

Teacher Mrs. Nellie Puckett

Building Gregory Training School No. 10

[illegible]

Age Range 12-17

Date 6-27-67

	Floor Activities							Balance Beam											
Pupils	Chronological age	Crouch on tiptoes	On L. foot (10 sec)	On R. foot (10 sec)				Forward	Backward	Side steps	[illegible]	Turns	[illegible]	[illegible]	On mat	On [illegible]			
Joyce Ann Austin	16	1	1	1				1	1	1	1	0	0	1	0	0			
Joe Carter	14	2	2	2				3	1	2	1	1	1	1	1	2			
William Estell	17	2	3	3				3	2	2	2	2	2	2	1	1			
Charles Golden	12	3	3	3				3	2	1	1	1	0	0	0	1			
Maxine Lewis	15	3	3	2				2	1	2	1	3	0	0	0	0			
Sylvester Nellum	17	1	0	0				0	→ NEUROLOGICAL HANDICAP										
Vernon Petty	12	3	3	3				3	3	3	3	3	3	3	2	3			
William Petty	14	3	3	3				2	2	2	1	1	1	1	1	2			
Dayton Thompson	15	1	1	1				2	1	1	1	1	1	1	0	0			
Hattie Walker	14	2	2	2				1	0...→ TRIES WITH HELP										

100

SCORING:

0 - unable to perform

1 - perform activity but unsustained, uncoordinated, tense

2 - perform activity, sustained but uncoordinated and tense

3 - activity sustained, coordinated, relaxed

Examiner Charles Peck

Teacher Mrs. Robinson

Building Gregory Training School No. 10

SPECIAL SCHOOL DISTRICT of St. Louis County, Missouri

[illegible]

Classification

Age Range 11-18

Date 6-27-57

Pupils	Floor Activities							Balance Beam											
	Chronological age	Crouch on tiptoes	On L. foot (10 sec)	On R. foot (10 sec)				Forward	Backward	Step close	Cross step	Turn	Pick up obj. ([illegible])	Pick up obj. ([illegible])	On seat	On abdomen			
Mary Airsman																			
Sharon Dowdy	17	2	2	2				2	1	3	1	2	0	0	0	0			
Gary Eskew	12	1	2	2				2	1	0	1	1	2	1	1	1			
Debby Finley	14	2	3	3				3	2	2	3	2	1	1	1	2			
Virginia Mashburn	11	2	3	3				3	2	3	2	3	0	0	0	0			
Mary McKillips	18	PHYSICALLY HANDICAPPED (TRIES WITH HELP)																	
Rebecca Pinkley	17	0	1	1				1	1	1	HELPED								
William Swinton	12	3	3	3				3	2	3	2	3	2	2	2	2			
Jimmy Turner	13	2	1	1				2	1	2	1	1	0	0	2	1			
Mary Airsman	16	2	2	2				2	2	2	1	2	1	1	1	1			

SCORING:

0 - unable to perform

1 - perform activity but unsustained, uncoordinated, tense

2 - perform activity, sustained but uncoordinated and tense

3 - activity sustained, coordinated relaxed

MISCELLANEOUS ACTIVITIES

Besides our regularly scheduled programs, the children enjoyed several other activities which we conducted, either in our scheduled P. E. classes or on our campous.

However, due to the great differences in natural ability and the physical handicaps of some of the students, it is extremely difficult to decide upon an activity in which all of the students can participate equally. When playing the usual playground games, we find it necessary to devise special rules to compensate for these individual differences.

Like most other children, our students seemed to enjoy dancing, especially after roller skating or during free class periods. However, unlike most "normal" children, they were not nearly as inhibited as one would imagine them to be. The Twist seemed to be the most popular dance among them, but several of the students who seemed to possess some inate sense of rhythm, could do almost any of the contemporary dances, from the Mashed Potatoes to the Bug.

In our P. E. classes, the young children preferred volleyball activities, especially kickball and dodgeball, while some liked goal-shooting and relay races. Dodgeball proved to be an especially good activity for the younger students, since almost all of them could play, regardless of their handicaps or size.

The older children usually played softball during their P.E. classes, but several times they asked to play volleyball or kickball. They also enjoyed playing an odd game which seemed to be a cross between keep-away and basketball. It was usually a boys-against-girls affair and the excitement that these games generated among the students was tremendous.

PHYSICAL EDUCATION STUDY

State School No. 11

Cape Girardeau, Missouri

Summer Term, P.L. 89-10

1967

Material compiled by

(Mrs.) Betty Heisserer

Teacher in Charge

One of the special projects for the summer program at State School No. 11 was to begin the process of establishing a physical education program at the center. Up until this time there had been no type of physical education program set up for the children. What physical training they received was not in the form of a well planned and balanced program. After some research and study, it was decided to attempt to extablish a basis upon which to build an adequate program.

It was planned to test the children during the first week, work on the various skills needing testing, and conclude with testing the last week. It was quickly found that the children being tested were lacking even in the vary basic skills. This included expecially the older boys and girls. Thus the base upon which to build a program was developed. Each child was considered individually at the beginning and at the end of the program. Each child was rated according to his ability to perform a skill. The boys and girls were worked with individually and also in small groups. Between 30-45 minutes was spent each day, as soon as the boys and girls arrived, on the program.

It is felt that because of this study, the school now has the basis for developing a program that can continue over into the Fall term. From this point, it is felt that the program can grow and develop into a more adequate physical education program.

Testing included that set up by Matthew Sullivan, Consultant Physical Education, Special School District of St. Louis County.

FIRST WEEK PRIMARY

Chris Gerding--very cooperative. Needs help in coordination and basic skills.

Mary Lou Gramlisch--very uncooperative; must be forced to activity, but can usually perform after being given a demonstration. She's more coordinated than many other children.

George Hopper--somewhat chubby, and somewhat lazy. Cooperated most of the time. Needs help in basic locomotive skills: leaping, hopping, galloping, and skipping.

Vaughn Kasten--eager and willing to do all activities, but unalbe to perform due to physical handicap. Needs physical therapy.

Sammy LeGrand--somewhat stubborn, but will participate if forced or "talked into" it. Needs help in coordination and basic locomotive skills.

Lillian Martin--Very good, relaxed in all activities. Good coordination. Eager to learn and to participate. Needs work with skipping, leaping, and galloping.

Debbie Monaham--wants to try all skills, but needs work in basic locomotive skills.

Keith Schattauer--eager to participate, but awkward. Needs assistance in basic locomotive skills.

Robert Thomas--Big-boned, stock boy. Somewhat lazy. Could do fairly well in all skills. Needs some help with galloping, skipping, and backward roll.

Randy Volkerding--eager to participate. somewhat uncoordinated in leg movements. needs physical therapy.

Riesa Waggoner--reluctant to participate. Needs work with basic locomotive skills.

SIXTH WEEK PRIMARY

Chris Gerding--Shown improvement through enjoyment of skills. Chris has participated in activities more than every before.

Mary Lou Gramlisch--Still unwilling to participate in group activity, but is somewhat better. Can do most of the skills quite well, and understands directions.

George Hopper--Has been absent for almost two weeks with the mumps. Would usually cooperate and tired all skills.

Vaughn Kasten--Has shown much improvement: arm and leg movements; coordination. Differentiates between walking and running now: walks more quickly for running than before. Muscular Dystrophy handicaps him a great deal.

Sammy LeGrand--Has shown improvement in all areas. More cooperative. Has accomplished all locomotive skills except skipping.

Lillian Martin--Has made some improvement; more of a desire to want to do things correctly. Has tried to accomplish any skill demonstrated, more work with locomotive skills.

Debbie Monaham--Has made some improvement; more of a desire to want to do things correctly. Has tried to accomplish any skill demonstrated, more work with locomotive skills.

Keith Schattauer--Very little improvement in basic locomotive skills. He has improved in ball bouncing.

Robert Thomas--Still a tendency to be somewhat lazy. He did participate in and accomplish most of the basic locomotive skills attempted.

Randy Volkerding--Present only first three weeks. Seen very little progress.

Riesa Waggoner--Has improved in participation. Enjoys tumbling. Will accomplish more if not asked to participate, but allowed to join in when desires to.

FIRST WEEK OLDER GIRLS

Pat Beal--A small girl. Generally uncoordinated. Cross-eyed which limits her performance a great deal. Jerky movements.

Marilyn Chitty--A mongoloid girl who watches her weight. Could perform most activities sustained, but was uncoordinated and tense.

Jeffry Fowler--A short, overweight mongoloid. Performs well in areas pertaining to locomotion and movement exploration. Weight is greatest hindrance.

Kay Friese--An extremely heavy mongoloid. Her actions are generally unsustained, uncoordinated and tense.

Cheryl Goza--Gernerally coordinated and relaxed. Performs well at tasks involving simple neuromuscular skills, and could work on perfroming activities involving complex neuromuscular skills.

Becky Landgraf--Unable to perform many activities. She is too easily distracted in a group setting; therefore, activities must be performed in solitude.

Bobbie Schmittzehe--A cerebral palsied girl. She no longer wears her leg brace and is able to perform activities with assistance.

Dorothy Seyer--A large-boned girl. When wearing her glasses she is generally relaxed and well coordinated.

Clary Lee Thompson--A tall, lanky, young girl. She is relzxed, but somewhat distracted in group work. She needs work toward greater body and muscle strength.

SIXTH WEEK OLDER GIRLS

Pat Beal--Pat has a good sense of humor and is willing to try all the activities. Although not much improvement was noticed, Pat enjoyed herself. In the future progress should be made by capitalizing on her strengths and trying to help overcome the weak areas.

Marilyn Chitty--Marilyn has attained greater confidence and pride. As a result she is generally more relaxed. She likes to exercise, in fact it has become part of her daily routine.

Jeffry Fowler--Most improvement shown in the area of balance. She has an ever increasing desire to perform well.

Kay Friese--Kay has achieved greater perseverance. Highly determined to succeed.

Cheryl Goza--Cheryl can perform most of the activities sustained, coordinated and relaxed. Allowed to demonstrate activities to the group. Better adjusted to the group.

Becky Landgraf--Becky presents a real challenge in working on an individual basis. She has learned some skills through constant repetition. She is becoming more aware of her environement.

Bobbie Schmittzehe--Bobbie achieved success because for her it was the first time she experienced the satisfaction of completing a task. She has gained a feeling of importance because of the interest and attention centered on her.

Dorothy Seyer--Dorothy greatly improved in the area of balance. She just recently lost her glasses, and it has affected her performance greatly.

Clary Lee Thompson--Clary needs work on an individual basis. Clary has just attained puberty, which should be helpful in the future.

FIRST WEEK OLDER BOYS

Steve Armstrong--Steve has difficulty understanding simple directions. Very good in the basic locomotive skills. Quite light on his feet. Skips with toes first. Has difficulty performing simple calisthentics.

Wayne Bell--Well coordinated. Performed most activities sustained, coordinated and relaxed. Has difficulty with balance and simple calisthentics.

Mike Bodine--Quite slow because of medication. Extremely poor posture. Has difficulty in most areas.

Charles Brockmeyer--Charles is overweight. He has difficulty with simple calisthentics, skipping, performing on the balance beam, and floor activities. Gone two weeks for summer camp.

Billy Holder--Overweight. Difficulty with basic locomotive skills, balance beam, basic calisthentics. Good with ball skills.

Johnny Huckstep--Overweight. Difficulty with basic calisthentics, basic locomotive skills, and tumbling. Some trouble with balance.

Arthur Martin--Enjoys P.E., especially "showing off". Well coordinated. Difficulty with balance. Especially good with tumbling.

William Pennington--Very well coordinated. Relaxed. Enjoys thoroughly. Needs to be introduced to more complex skills and games.

Ronald Ponder--Has a definite problem with his legs. Very poor coordination. Difficulty expecially with basic locomotive skills, balance, and tumbling. Excellent spirit and tries extremely hard.

Johnny Smith--Quite well coordinated. Thoroughly enjoys P.E...Difficulty with skipping and hopping, and balance.

Jerry Statler--A tall big-boned boy. Somewhat awkward because of his size. Lacks training in basic skills, but can perform most skills to a limited degree. Difficulty expecially with skipping, galloping, hopping and leaping. Does fairly well in calisthentics. Balance is good.

FIRST WEEK OLDER BOYS

Steve Armstrong--Still hurries in his performance, but has slowed down some. Has greatly improved in the area of balance. Continued difficulty understanding directions and performing ssimple calisthentics.

Wayne Bell--Has shown improvement in balance: backwards and cross step, on balance beam, Needs work with floor activities other than balance beam yet.

Mike Bodine--Still slow, but has improved in balance. Worked very hard at the ball skills.

Charles Brockmeyer--Improved in aclisthentics, but needs attitional work with balance.

Billy Holder--Improved with basic locomotive skills and balance beam. Still has difficulty with the calisthentics. Very mischievous!

Johnny Huckstep--Shown a lot of improvement with balance. Tried very hard with the calisthentics, but just couldn't perform the skills very well. Improved basic locomotive skills, especially hopping and skipping.

Arthur Martin--Arthur has been absent the past few weeks.

William Pennington--William hurried in his performances. Got him to slow down considerable and take his time somewhat. Bill enjoyed the games played and largely benefited from them.

Pronald Ponder--Despite his leg problem, Ronald was able to perform the basic locomotive skills of hopping and jumping without falling. This was an extremely big improvement for him.

Johnny Smith--Especially improved on the balance beam and floor activities. Johnny is doing better in the way of sportsmanship.

J ty Statler--Showing improvement in the basic locomotive skills, as well as the calisthentics.

Examiner Miss Sandra Kirn
Teacher Miss Sandra Kirn
Building Training Center #11

MOTOR PERCEPTUAL SURVEY
-SPATIAL ORIENTATION-

Classification Primary
Age Range 8-11
Date June 19-July 28

		CLASS ACT.		BALL SKILLS					TARGET BALL			ROPE SKILLS				
PUPILS	chronological age	location of self (still)	location of self (moving)	bouncing	kicking	throw - catch			eye movements	pointing	strike ball	jump the shot	jump long rope	jump short rope		
Chris Gerding	9			2		2										
Mary Lou Gramlisch	10			3		2										
George Hopper	10			2		2										
Vaughn Kaston	11			0		1										
Sammy LeGrand	9			3		2										
Lillian Martin	8			3		2										
Debbie Monaham	10			2		2										
Keith Schattauer	9			0		2										
Robert Thomas	9			1		1										
Randy Volkerding	9			1		2										
Riesa Waggoner	9			1		2										

SCORING:

0 - unable to perform
1 - perform activity but unsustained, uncoordinated, tense
2 - perform activity sustained but uncoordinated and te
3 - activity sustained, coordinated, relaxed

Examiner Mrs. Heisserer
Teacher Mrs. Heisserer
Building Training Center #11

MOTOR PERCEPTUAL SURVEY
-BALANCE-

Classification Older Boys
Age Range
Date June 19-July 28

Pupils	chronological age	Floor Activities						Balance Beam											
		crouch on tiptoes	on left foot (10 sec)	on right foot (10 sec)				forward	backward	step close	cross step	turns	pick up obj. (R. foot)	pick up obj. (L. foot)	on seat	on abdomen			
Steve Armstrong	12	1	1	1				2	2	2	2								
Wayne Bell	10	1	0	0				3	2	3	2								
Mike Bodine	16	2	3	3				2	2	3	3								
Charles Brockmeyer	16	0	0	0				2	2	2	2								
Billy Holder	13	0	0	0				3	2	3	1								
Johnny Huckstep	17	0	1	1				2	2	3	2								
Arthur Martin	12							1	2	2	2								
Ronald Ponder	12	0	0	0				3	1	3	1								
Bill Pennington	15	3	2	0				3	3	3	3								
Johnny Smith	11	1	1	1				3	2	3	2								
Jerry Statler	19	2	2	2				3	3	3	2								

SCORING:

0 - unable to perform
1 - perform activity but unsustained, uncoordinated, tense
2 - perform activity, sustained but uncoordinated and tense.
3 - activity sustained, coordinated, relaxed

Examiner Mrs. Heisserer

Teacher Mrs. Heisserer

Building Training Center #11

MOTOR PERCEPTUAL SURVEY
-SPATIAL ORIENTATION-

Classification Older Boys

Age Range

Date June 19-July 28

		CLASS ACT:		BALL SKILLS					TETHER BALL			ROPE SKILLS				
PUPILS	chronological age	location of self (still)	location of self (moving)	bouncing	kicking	throw - catch	throw-at-target		eye movements	pointing	strike ball	jump the shot	jump long rope	jump short rope		
Steve Armstrong	12			1	1	3	2									
Wayne Ball	10			2	2	2	2									
Mike Bodine	16			2	1	1	2									
Charles Brockmeyer	16															
Billy Holder	13			3	3	3	3									
Johnny Huckstep	17			2	2	2	2									
Arthur Martin	12															
Ronald Ponder	12															
Bill Pennington	15			3	3	3	3									
Johnny Smith	11			3	2	3	2									
Jerry Statler	19			2	3	2	2									

SCORING:

0 - unable to perform
1 - performs activity but unsustained, uncoordinated, tense
2 - performs activity [illegible] but uncoordinated and tense
3 - activity sustained, coordinated, relaxed

EXAMINER Mrs. Heisserer

Teacher Mrs. Heisserer

Building Training Center #11

Classification Older Boys

Age Range

Date June 19-July 28

AAHPER Youth Fitness Test

	chronological age	stand broad jump	sit up	pull up	shuttle run	50 yd. dash	600 yd. run-walk	softball throw	push up	squat thrust
Steva Armstrong	12	2	0	0	2					
Wayne Bell	10	2	0	2	3					
Mike Bodine	16	3	2	2	1					
Charles Brockmeyer	16	1	1	1	2					
Billy Holder	13	1	1	2	1					
Johnny Huckstep	17	2	0	1	1					
Arthur Martin	12		2	1						
Ronald Ponder	12	2	0	1						
Bill Pennington	15	3	3	3	3					
Johnny Smith	11	2	2	2	3					
Jerry Statler	19	2	2	3	3					

Examiner Miss Sandra Kirn
Teacher Miss Sandra Kirn
Building Training Center #11

Classification Primary
Age Range 8-11
Date June 19-July 28

MOTOR PERCEPTUAL SURVEY
-BALANCE-

		Floor Activities						Balance Beam											
Pupils	chronological age	crouch on tiptoes	on left foot (10 sec)	on right foot (10 sec)				forward	backward	step close	cross step	turns	pick up obj. (R. foot)	pick up obj. (L. foot)	on seat	on abdomen			
Chris Gerding	9	1							0										
Mary Lou Gramlisch	10																		
George Hopper	10																		
Vaughn Kasten	11	0	2	1					0										
Sammy LeGrand	9																		
Lillian Martin	8	1							1										
Debbie Monaham	10	1							0										
Keith Schattauer	9																		
Robert Thomas	9	1							0										
Randy Volkerding	9																		
Riesa Waggoner	9	1							0										

SCORING:

0 - unable to perform
1 - perform activity but unsustained, uncoordinated, tense
2 - perform activity, sustained but uncoordinated and tense
3 - activity sustained, coordinated, relaxed

Examiner Miss Salzmann

Teacher Mrs. Krone

Building Training Center #11

MOTOR PERCEPTUAL SURVEY
-AWARENESS OF SELF-

Classification Older Girls

Age Range 11-20

Date June 19-July 28

PUPILS	chronological age	LOCATE BODY PARTS	BUSY BEE ACTIVITIES	MOVEMENT EXPLORATION						LOCOMOTION						MIMETICS	STUNTS						APPARATUS					
				crawl forward	crawl backward	arm movements	leg movements	arms and legs	stepping stones	walk	run	leap	hop	gallop	skip		log roll	cradle	rocking horse	bridge	forward roll	backward roll	climb ladder	front arm supt.	front turn	skin the cat	bird nest	climb stairs
Pat Beal	17	1	1	3	2	1	1	0	3	1	2	0	3	0	2	2	2	0	0	0	0	0	0					1
Marilyn Chitty	17	2	2	2	2	3	3	3	2	2	3	3	2	3	0	1	2	1	1	0	0	0	1					2
Jeffry Fowler	14	3	3	2	2	3	3	2	3	2	3	3	3	3	0	1	3	2	2	2	0	0	0					3
Kay Friese	16	1	1	3	3	3	3	3	3	1	2	1	1	0	2	0	2	0	0	0	0	0	0					1
Cheryl Goza	11	3	2	3	3	3	3	3	3	2	1	2	3	3	3	3	3	3	1	3	3	2	0					3
Becky Landgraf	15	1	2	3	3	2	2	1	2	1	2	0	0	0	0	0	3	0	0	0	0	0	0					1
Bobbie Schmittzehe	13	3	3	3	3	1	1	1	3	2	0	0	0	0	0	2	3	0	1	1	0	0	0					1
Dorothy Sever	20	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	2	2	2	1	0	3					3
Clary Lee Thompson	11	1	3	3	2	1	2	0	3	2	2	2	1	3	0	3	3	3	1	1	2	1	1					3

SCORING:

0 - unable to perform

1 - perform activity but unsustained, uncoordinated, tense

2 - perform activity sustained but uncoordinated and tense

3 - activity sustained, coordinated, relaxed

Examiner Miss Salzmann

Teacher Mrs. Krone

Building Training Center #11

MOTOR PERCEPTUAL SURVEY
-BALANCE-

Classification Older Girls

Age Range 11-20

Date June 19-July 28

		Floor Activities					Balance Beam											
Pupils	chronological age	crouch on tiptoes	on left foot (10 sec)	on right foot (10 sec)			forward	backward	step close	cross step	turns	pick up obj. (R. foot)	pick up obj. (L. foot)	on seat	on abdomen			
Pat Beal	17	2	2	2			1	1	3	3	1	1	1	3	0			
Marilyn Chitty	17	1	2	1			1	2	2	1	2	1	1	1	0			
Jeffry Fowler	14	3	1	1			2	2	3	1	3	1	1	1	1			
Kay Friese	16	0	1	1			0	0	1	0	1	1	1	0	0			
Cheryl Goza	11	2	3	3			3	1	3	2	2	2	1	2	0			
Beckly Landgraf	15	0	1	2			1	0	3	1	2	2	1	2	1			
(with assistance) Bobbie Schwittzche	13	0	1	0			0	2	2	1	1	0	0	0	0			
Dorothy Seyer	20	1	3	1			2	2	2	1	3	3	3	0	0			
Clary Lee Thompson	11	2	3	3			2	3	3	2	1	2	2	1	0			

SCORING:

0 - unable to perform

1 - perform activity but unsustained, uncoordinated, tense

2 - perform activity, sustained but uncoordinated and ten[illegible]

3 - activity sustained, coordin[illegible], relaxed

Examiner Miss Salzmann
Teacher Mrs. Krone
Building Training Center #11

MOTOR PERCEPTUAL SURVEY
-SPATIAL ORIENTATION-

Classification Older Girls
Age Range 11-20
Date June 19-July 28

		CLASS ACT:		BALL SKILLS					TETHER BALL			ROPE SKILLS				
PUPILS	chronological age	location of self (still)	location of self (moving)	bouncing	kicking	throw - catch			eye movements	pointing	strike ball	jump the shot	jump long rope	jump short rope		
Pat Beal	17	2	0	1		0							0			
Marilyn Chitty	17	3	2	2		2							3			
Jeffry Fowler	14	3	2	2		1							0			
Kay Friese	16	1	1	2		2							0			
Cheryl Goza	11	2	3	3		1							3			
Becky Landgraf	15	3	2	1		0							0			
Bobbie Schmittzehe	13	2	3	1		0							0			
Dorothy Sever	20	3	3	3		0							3			
Clary Lee Thompson	11	3	2	1		0							0			

SCORING:

0 - unable to perform
1 - perform activity but unsustained, uncoordinated, tense.
2 - perform activity sustained but uncoordinated and tense
3 - activity sustained, coordinated, relaxed

Examiner Mrs. Heisserer
Teacher Mrs. Heisserer
Building Training Center #11

MOTOR PERCEPTUAL SURVEY
-AWARENESS OF SELF-

Classification Older Boys
Age Range
Date June 19-July 28

PUPILS	chronological age	LOCATE BODY PARTS	BUSY BEE ACTIVITIES	MOVEMENT EXPLORATION						LOCOMOTION						MIMETICS	STUNTS						APPARATUS					
				crawl forward	crawl backward	arm movements	leg movements	arms and legs	stepping stones	walk	run	leap	hop	gallop	skip		log roll	cradle	rocking horse	bridge	forward roll	backward roll	climb ladder	front arm supt.	front turn	skin the cat	bird nest	climb stairs
Steve Armstrong	12			2	2					3	3	0	1	0	1						3	3						
Wayne Bell	10	2	3	2	2					3	3	1	2	3	2						3	3						
Mike Bodine	16	2	1	3	3					3	3	0	3	1	2						1	1						
Charles Brockmeyer	16	1	2	3	3					3	3		2		1						3	2						
Billy Holder	13	2	3	3	3					3	3	1	2	0	2						3	2						
Johnny Huckstep	17	2	2	3	3					3	3	1	3	2	1						1	1						
Arthur Martin	12	3	2	2	2									0							3	3						
Ronald Ponder	12	2	2	3	3					2	3		0		0						2	2						
Bill Pennington	15	3	3	3	2					3	3	3	3	0	2						3	3						
Johnny Smith	11	3	2	2	1					3	3	2	1	0	1						3	3						
Jerry Statler	19	2	1	2	2					3	3	0	2	0	0						1	1						

SCORING:

0 - unable to perform
1 - perform activity but unsustained, uncoordinated, tense
2 - perform activity sustained but uncoordinated and tense
3 - activity sustained, coordinated, relaxed

Examiner Miss Sandra Kirn

Teacher Miss Sandra Kirn

Building Training Center #11

MOTOR PERCEPTUAL SURVEY
-AWARENESS OF SELF-

Classification Primary

Age Range 8-11

Date June 19-July 28

PUPILS	chronological age	BALANCE BEAM WALKS	BODY AND AWARENESS	MOVEMENT EXPLORATION						LOCOMOTION						RHYTHMS	STUNTS						APPARATUS					
				crawl forward	crawl backward	arm movements	leg movements	arms and legs	stepping stones	walk	run	leap	hop	gallop	skip		log roll	cradle	rocking horse	bridge	forward roll	backward roll	climb ladder	front arm supt.	front turn	skin the cat	bird nest	climb stairs
Chris Gerding	9	3	3	3	3	2	2	0		3	2		2	2	0		2				1	0						
Mary Lou Gramlisch	10	3	3	3	3				3																			
George Hopper	10	3	3	3	3					3	2		2															
Vaughn Kasten	11	3	3	3	3	1	0	1	3	1	0		2	0	0		2				1	0						
Sammy LeGrand	9	3	3	3	3					3	3		2															
Lillian Martin	8	3	3	3	3	3	3	2		3	3		3	0	3		3				2	2						
Debbie Monaham	10	3	3	3	3	1	3	0	2	3	2		2	1	0		3				1	0						
Keith Schattauer	9	3	3	3	3					3	2		2															
Robert Thomas	9	3	3	3	3	2	3	0	2	3	3		2	0	0		3				1	0						
Randy Volkerding	9	3	3	3	3	1	1	0		2	2		0	1	0													
Riesa Waggoner	9	3	3	3	3					3	2						3				2	1						

SCORING:

0 - unable to perform

1 - perform activity but unsustained, uncoordinated, tense

2 - perform activity sustained but uncoordinated and tense

3 - activity sustained, coordinated, relaxed

MOTOR PERCEPTUAL SURVEY

State School No. 12

Kansas City, Missouri

Summer Term, P.L. 89-10

1967

Material compiled by

(Mrs.) Phyllis L. Geppert

Teacher in Charge

SPECIAL PROJECT, SUMMER, 1967

State School No. 12

MOTOR PERCEPTUAL SURVEY

Using "Motor Perceptual Survey" by Matthew E. Sullivan, the staff at State School No. 12 did a pretest on 42 girls and 39 boys and a post-test on the same subjects at the conclusion of a six weeks summer program for the TMR. The pupils, who had a variety of handicaps as is usual for these children, ranged in age from six through 19. After the initial testing the pupils occasionally practiced on the survey items but most of the time was spent on other physical activities such as swimming, baseball, skating and games, field trips and classroom work.

This particular test was selected because it was simple to administer, it did not necessitate the use of equipment other than what was on hand, and a similar test by Sullivan was used last summer under similar circumstances. (See sample page of survey attached and indicated by (A)).

This project was selected because "retarded children have definite motor deficiencies when compared with normal children" and should have the opportunity to improve them. A good foundation in gross motor activities aids in learning the fine motor activities. In general, it is believed that training in motor development will raise the child's degree of well-being, alertness and attention span with the result that he will have the benefit of more awareness, greater perception and thought.

The final survey showed the following scores: (graphs are attached)

BALANCE

Boys' final peak score	26 points	maximum 36
Girls' final peak score	16 points	

SPATIAL ORIENTATION

Boys' final peak score	22 points	maximum 24
Girls' final peak score	19 points	

AWARENESS OF SELF

Boys' final peak score	53 points	maximum 81
Girls' final peak score	45 points	

(29 of the pupils tested did not participate in the program last year.)

(A)

ADMINISTERING THE SURVEY

Scoring: Unless exceptions are listed under the instructions for a given survey item, the scoring will be as follows:

0--unable to perform the activity.
1--performs the activity, but unsustained, uncoordinated, and tense.
2--performs the activity, sustained, but uncoordinated, and tense.
3--performs the activity, sustained, coordinated and relzxed.

-BALANCE-

Good balance is important in the satisfactory performance of nearly all movement skills. The survey includes items for evaluating static balance (stationary) and dynamic balance (moving).

For the floor activities the class can be arranged in any manner that gives each child sufficient space and which places him in a position to be easily seen by the teacher. The teacher or a skilled pupil should demonstrate each item.

When using the balance beam, have the class sit facing the beam. Pupils perform as their names are called. More than one beam may be used depending upon the number in the class.

Crouching on Tiptoes

Equipment: Stop watch.

Directions: Stand on tiptoes in a semi-crouched position with the knees flexed approximately 45 degrees and arms extended horizontally at the sides. The feet are parallel and shoulder width apart. The eyes are closed. This position is held for 10 seconds.

Scoring criteria: The arms are to be kept straight in an essentially horizontal position, but movement of other parts of the body to maintain balance is permitted.

and Stand on One Foot

Equipment: Stop watch.

Directions: Stand motionless on one leg for 10 seconds. The ankle of the other foot is placed above the knee of thessupporting leg. The palms of the hands rest on the outside of the thighs. After a short rest period; (30 seconds) repeat with the weight on the other leg.

Scoring: No exceptions.

Walking Forward on Beam

Equipment: A balance beam 10' X 4" elevated 4"off the floor.

Directions: Touching heel to toe on each step, travel the length of the beam moving slowly. Feet are kept in a straight line.

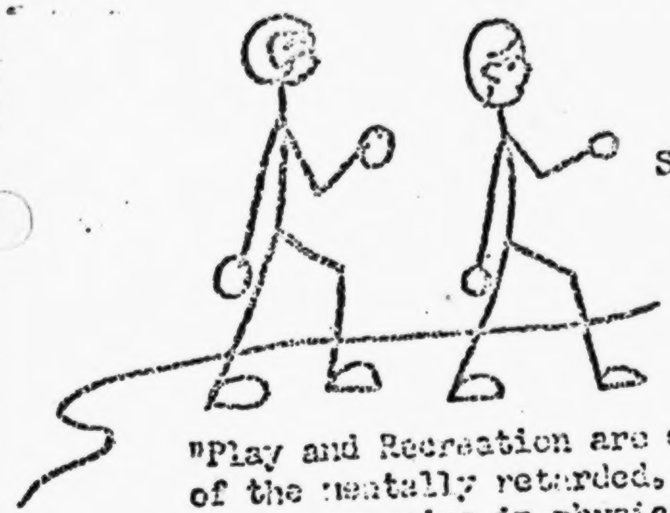
Scoring: No exception.

On the whole the results were approximately the same as last year's survey inasmuch as the boys; scores exceeded the girls and the scores rose and then began to taper off with the young adult. The peak scores were obtained by pupils in the age bracket of 12 to 14 with the exception of a seven year old boy who excelled in balance and awareness of self. His IQ was in the educable range; however, he was cultrually disadvantaged and had behavior problems but probably did not belong in the program.

In general, the survey showed that special training in motor development does show results in immediate improvement in balance, spatial orientation and awareness of self. A more thorough study of the possibility of increased attention span and alertness as a result of the increased motor development would be worthwhile.

Lillie, D. L. The development of motor proficiency of Educable mentally retarded children. Education and Training of the Mentally Retarded, 1967, 2, 29-32.

Note - As a climax to the summer program many of the survey items were performed by the pupils at an outdoor program to which the parents were invited to attend. Approximately 75 people attended and were pleased with the performance. (The program is attached indicated by (B( ).



(B)

STATE TRAINING CENTER NO. 12

SEDALIA
July 26, 1967

PROGRAM

"Play and Recreation are essential to the education, training, and therapy of the mentally retarded. Through active participation in these activities there are gains in physical well-being, redirection of drives, guidance in emotional development, reshaping of habit patterns, and establishment of socially acceptable attitudes." from Recreation and Physical Activity for the Mentally Retarded by the Council for Exceptional Children and American Association for Health Physical Education and Recreation.

Greetings - Mr. George Osborne, Area Supervisor

PRIMARY

Rhythmics - Room 2 Mrs. JoEtta Campbell, teacher and Mrs. Corinne Gamble, aid - bus attendant

Elzator Baker, Catherine Boynton, Brian Brackett, Charles Burrough, David DonCarlos, Mike DonCarlos, Tony Lopez, Lance McDowell, Leslie Trevaille, Sonja Washington

Clutch Ball Relay - Room 1 Mrs. Barbara Morrison, teacher and Miss Sharon Orsheln, aide

Sheryl Carter, Darrell Jordan, Arthur Nelson, Douglas Rogers, Dani Smith, Regina Taylor, Catherine Townsend, Shelly Fitzgerald, Cynthis Tebbs, Billie Girth

INTERMEDIATE

Rope Jumping - Mrs. Nancy Elder, teacher and Mrs. Iola Dudycha, aide - busdriver (other pupils in Mrs. Elder's room appear in other parts of the program)

Dana Johnson, Teresa O'Laughlin, Cynthia Ramsey, Mary Lusk, Barbara O'Banion, Bob Bell

Bar Drills - Miss Mary Gunter, teacher and Miss Clara Brown, aide

Gary Young, Earnest Becker, Jerry Elliott, Cynthia Ramsey, Gwen Robinson, Joe Jones, James Wickham, Daniel Williams, LaRee Smith, Jimmy Basore and Paul Hayes

Balance Beam Skills - Miss RoseLee Carter, teacher and Mrs. Ella Mae Kitchen, aide - busdriver

Carol Tinnin, Mary Gray, Vera Williams, D.J. Bodine, Linda Smith, Tracy Brisley, Julia Brown, Kathleen Castor, Kathryn Mandacina, Joyce Jenkins, Eddie Mae Simmons, Vanessa Rashaw, Helen Lewis, Cathy Darrah, Betty White, Tena Wasserstrom, Ricky Williams

Ball Bouncing - Mrs. Sharon Johnson, teacher and Mrs. Eugenia Tye, aide - busdriver

Jannette Matt, Linda Hurst, Kelsa Reynolds, JoAnne Stine

Mat Work - Mr. Ken K eling, Physical Education Specialist

Darrell Jordan, Jerry Elliott, Farris Devereaux, Sue Davidson, Nicky Moore, Roberta Snedden, Vanessa Rashaw, Cathy Darrah, Helen L wis and Linda Smith

Three-Legged Race and Ball Relays - Mr. Earl Wedin, teacher and Mrs. Helen Green, aide

David Latta, Richard Casey, Karl Howard, Mike Miller, Ray Dover, Kenneth Krause, Paul Kerr and Vernie Boonershine

Ball Relay and Wheelbarrow Race - Mrs. Jane Estes, teacher and Mr. David Dudycha, aide

Karle Lumas, Steve DeJoche, Mike Green, Jerry London, Anthony Price, Willie Taylor, Bilbo Culbertson and Mark Haven

Flag Rhythmics - Mrs. Pat Akright, teacher and Christina Lafferty, aide

Bobby Malice, Joyce Champion, Lavonne Davison, Nicky Moore, Larry Rush, Kenneth Skelton, Patsy Smith, Sylvester Thurman, Kelly Eppard, Mary Rawson and Sheila Rowell

CONCLUSION - Mrs. Phyllis Geppert Teacher in Charge

After the program the pupils will return to their rooms, and the parents are invited to visit the rooms to see the children's craft work. Free Pepsi-Cola furnished through the courtesy of Pepsi-Cola Bottling Company is availabl to the parents in the workshop in the basement.

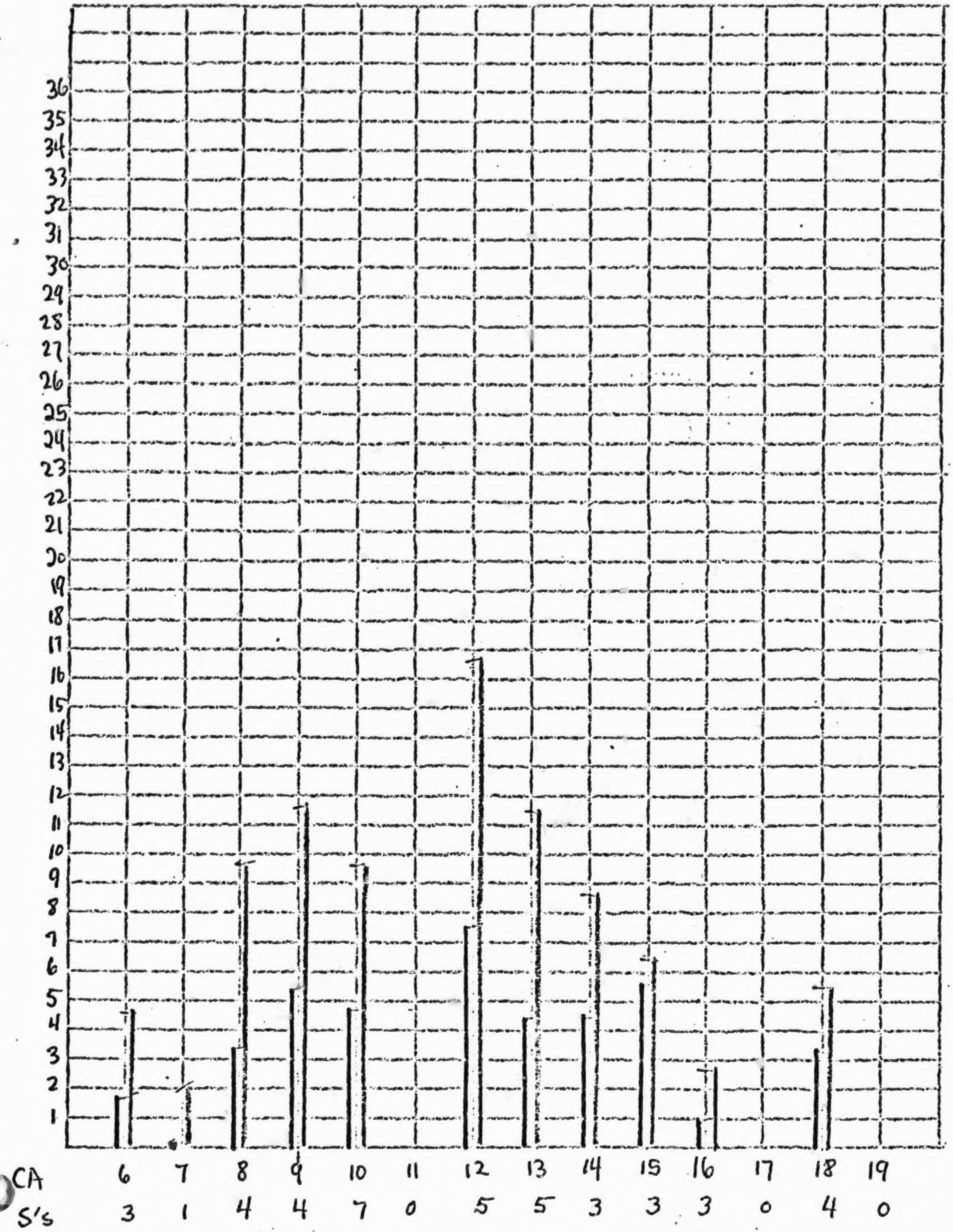
Signs for the program were made by Mrs. Gail Parsons, Speech Specialist

Other staff members for the summer program are: Mrs. Helen Hurst, secretary, Miss Barbara Wolfe, clerk, Mrs. Bessie Brock, Home-School Coordinator, Mrs. Ruby Sykes, cook, Mrs. Ruth Vann, bus attendant; bus drivers in addition to aide-bus drivers previously mentioned are: Sam Watson, Mr. Eugene Ivey, and Mr. Gamble.

Motor Perceptual Survey - Balance - Girls

State Training Center 12 - 7/28/67 Summer Program

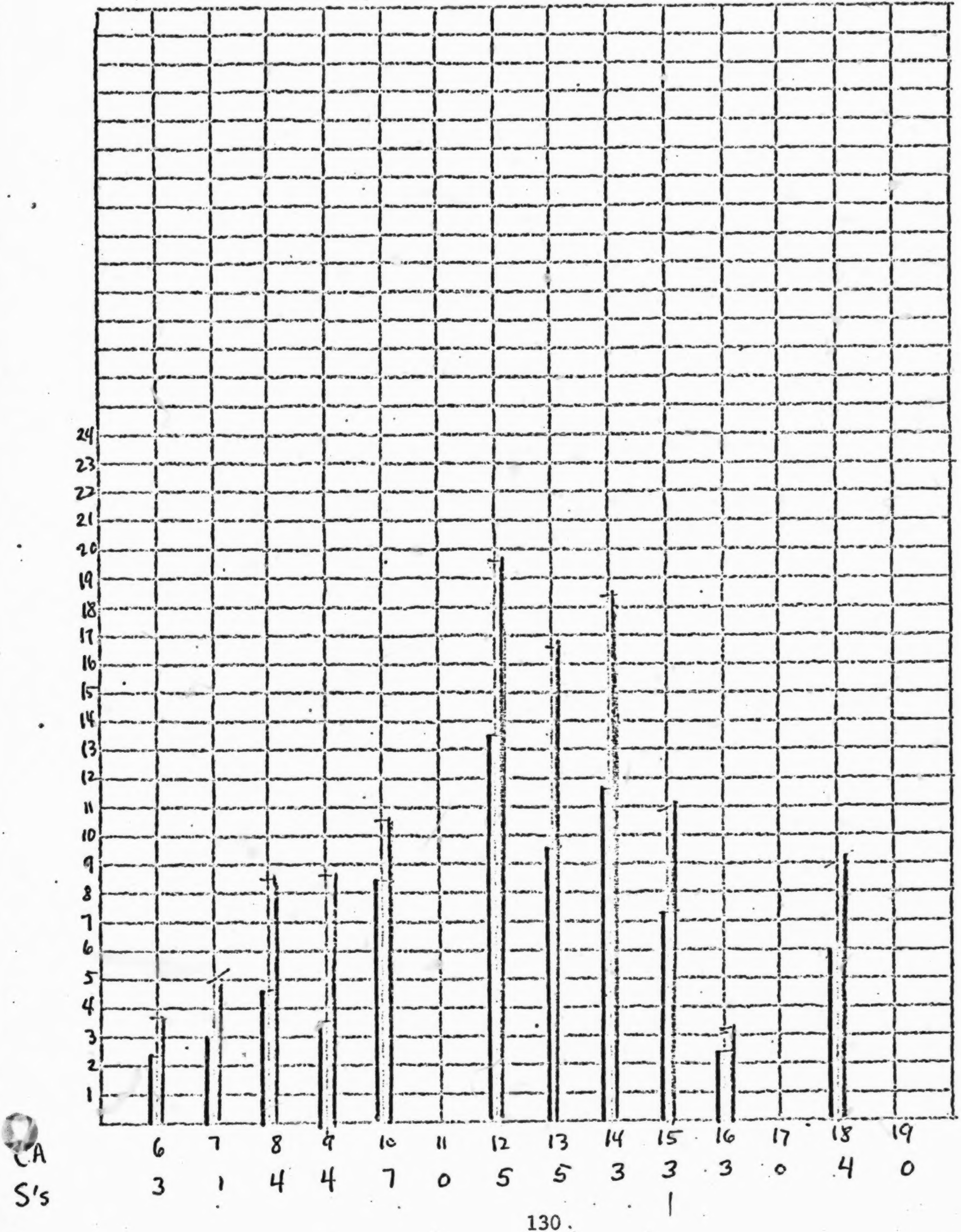
Black = pretest
Red = postest



Motor Perceptual Survey - Spatial Orientation - Girls

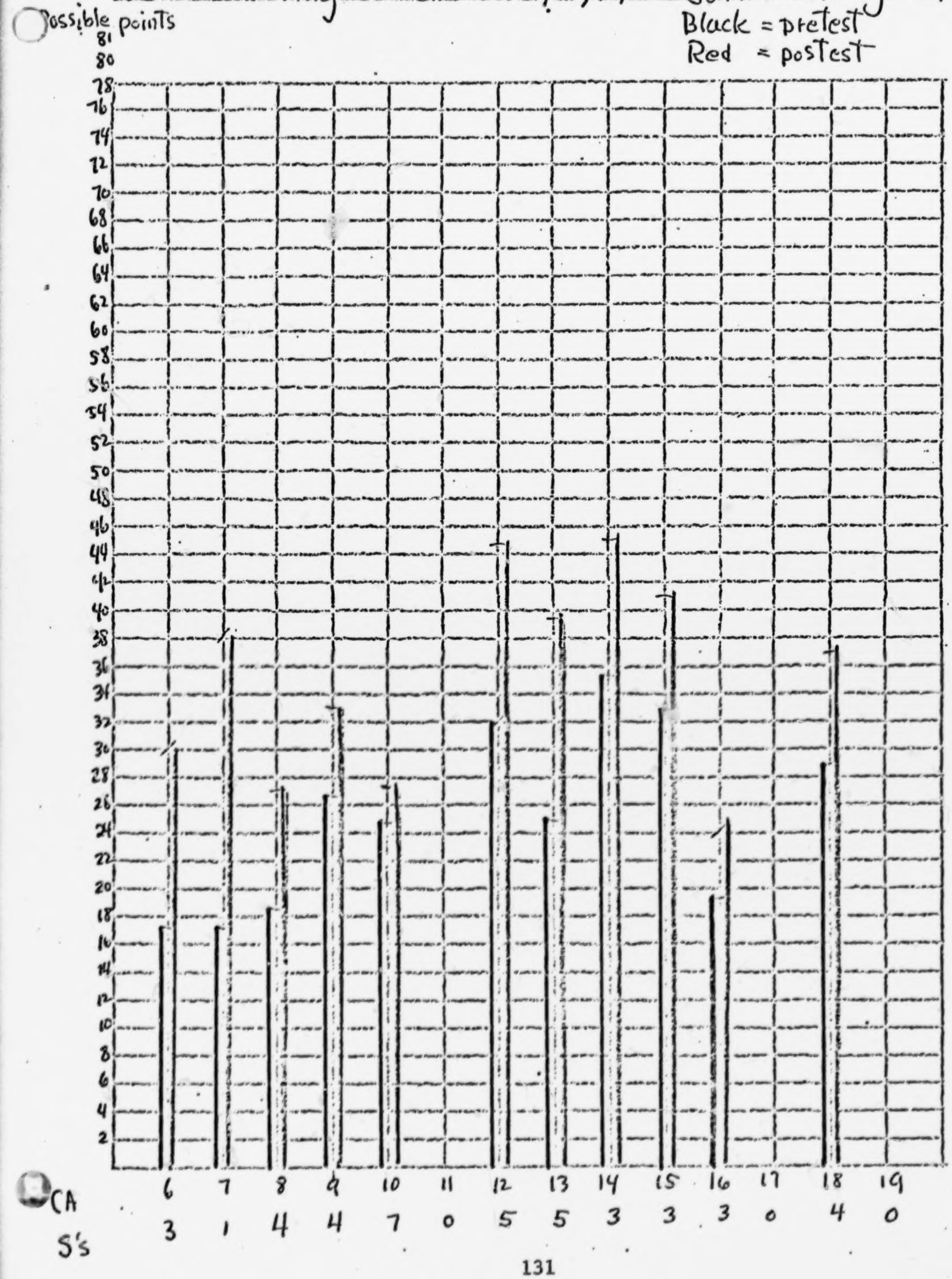
State Training Center 12 7/28/67 Summer Program

Black = Pretest
Red = posttest



Motor Perceptual Survey - Awareness of Self Girls

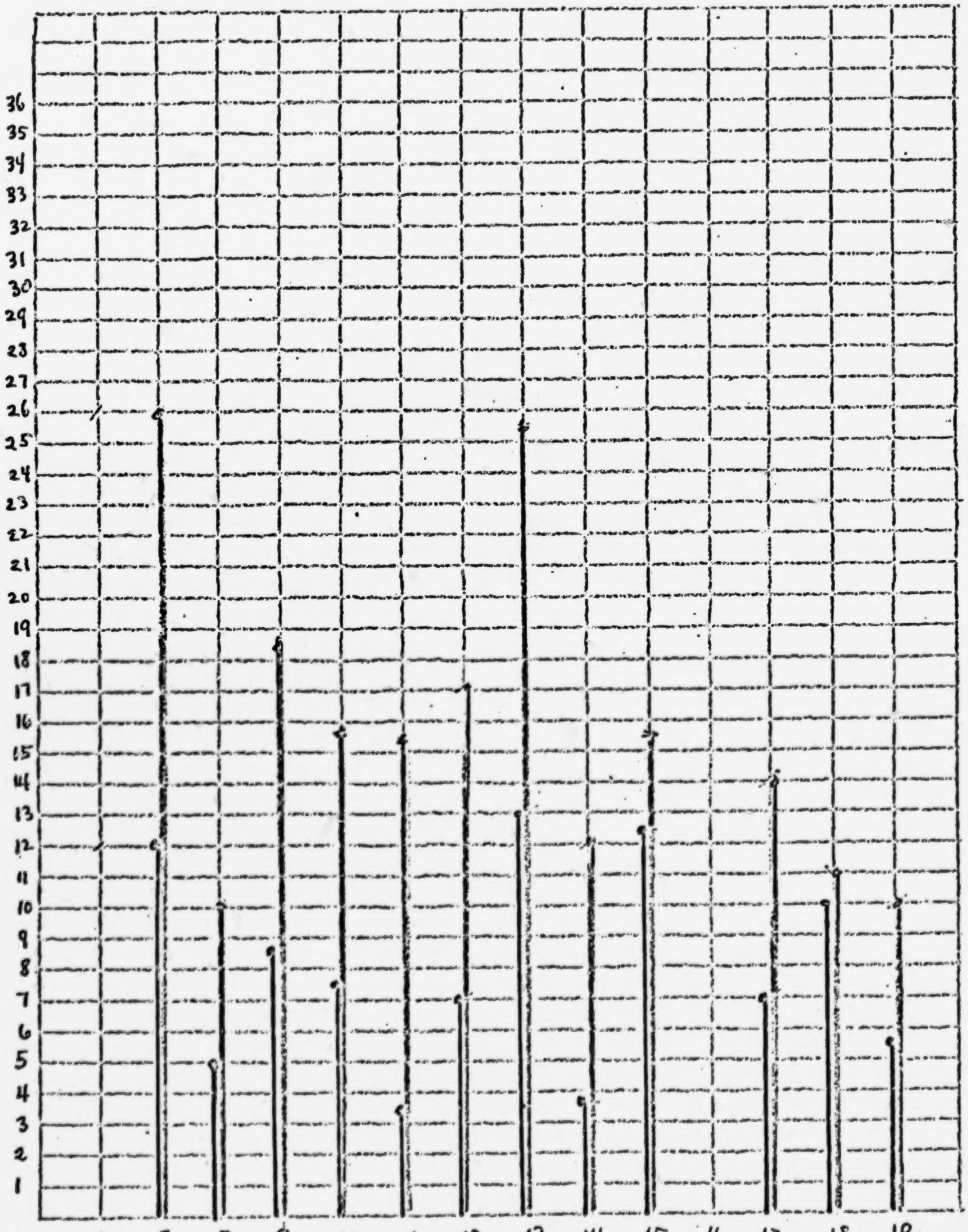
State Training Center 12 7/28/67 Summer Program



Motor Perceptual Survey - Balance - Boys

State Training Center 12 7/28/67 Summer Program

Black = pretest
Red = postest

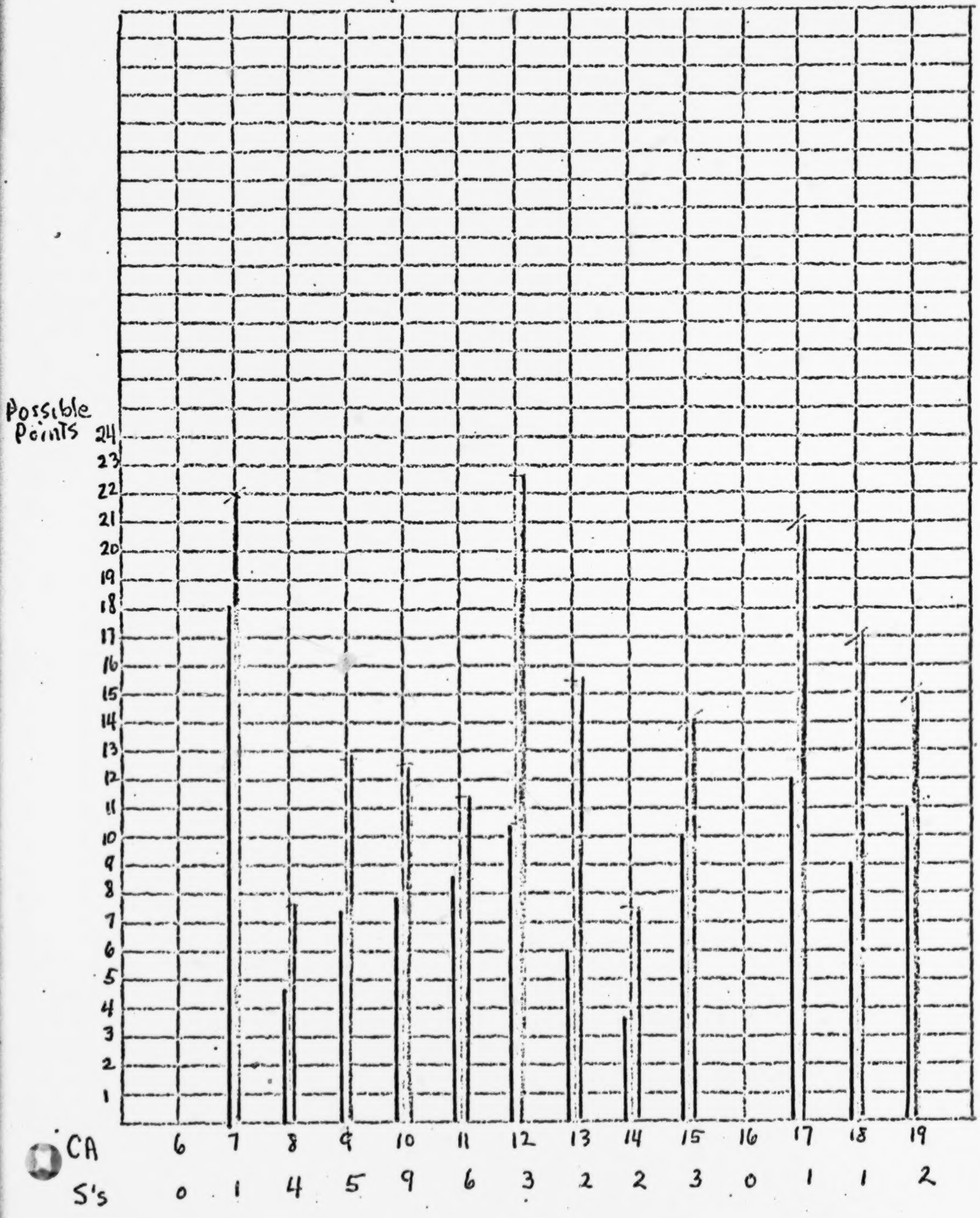


CA →	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Number of S's	0	1	4	5	9	6	3	2	2	3	0	1	1	2

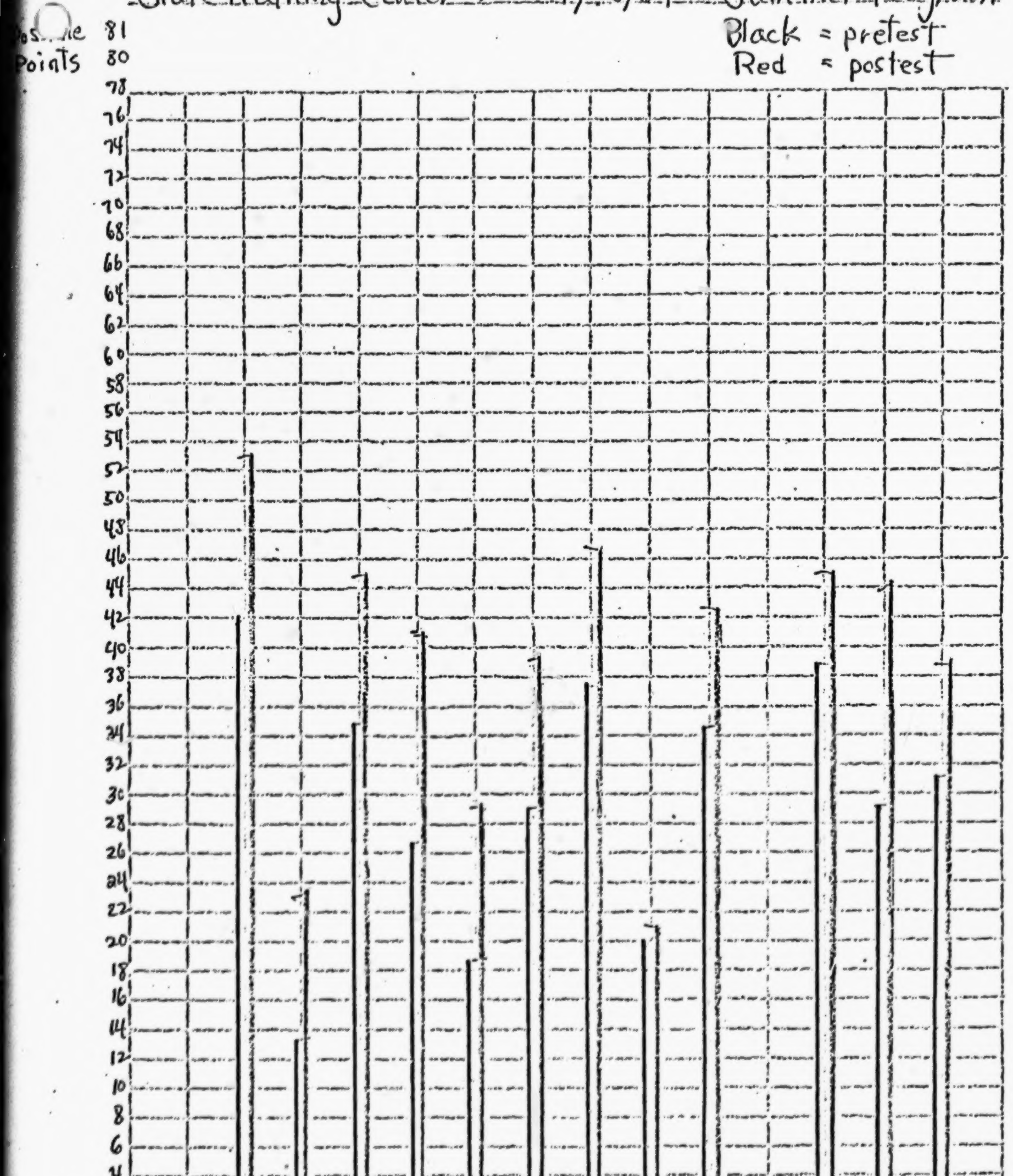
Motor Perceptual Survey - Spatial Orientation - Boys

State Training Center 12   7/28/67   Summer Program

Black = pretesT
Red = postesT



Motor Perceptual Survey - Awareness of Self Boys
State Training Center 12 7/28/67 Summer Program



REPORT ON SPEECH CURRICULUM

State School No. 12

Kansas City, Missouri

Summer Term, P.L. 89-10

1967

Submitted by

(Mrs.) Don Parsons

Speech Specialist

REPORT ON SPEECH CIRRICULUM

For the first time, an intensified speech program was included in the cirriculum . for summer school at State SchoolNo. 12. Each classroom was worked with as a group, rather than taking the children on an individual or small group basis. Each classroom received speech instruction for a twenty or thirty minute session one day a week. To be beneficial to the children in the area of actual. speech correction, more time is needed for speech work. In order to work in the other activities scheduled for the children, the time spent in classroom speech work was necessarily limited. However, the speech specialist was given the opportunity to go with the children on many of their excursions, and was able to easily apply the speech work to these trips. By working with the complete classromm rather than a few chosen children, all of the children enrolled in the program were able to benefit in the area of speech.

During the speech sessions, the Carnival of Beginning Sounds, songs and rhythmics requiring group participation, and lessons taken from the speech book prepared during the fall term were used to motivate the children. Also used as teaching methods were short simple skits. The most familiar one used was "Going on a Bear Hunt". The instructor read the script, and the children dramatized it as the story developed. Another very effective skit dealt with the vocalization of animal sounds in a given sequence. The children derived great pleasure from this type of work, and it was less difficult to coordinate speech work with these activities.

In addition to the classroom speech sessions, four assembly programs were presented to the students and staff during the six week term. For the first program, six children sang and dramatized a story about a "Ding-Dong, Ding-Dong Choo-Choo". The participants did quite well at coordinating the words and movements. The next program dealt with the Fourth of July celebration. The speech specialist wrote a short, very basic story-poem which explained the beginnings of our country and our flag. As the script was read the children carried out the necessary actions. The third program, which was presented just prior to the children's trips to a farm, was a script also prepared by the instructor. Seven children participated in the presentation. The final program consisted of taking the entire school on a bear hunt, with five children chosen as leaders. The assembly programs were very rewarding, both from the participants and the observers points of view. The only difficulty in this sort of speech work was finding adequate time to rehearse before giving the program.

As far as actual speech correction goes, the children seemed to profit far more from individual or small group sessions than they did from the large group sessions. The children did profit from the listening experience, the learning to take instruction from someone other than their regular teacher, and the group participation. Many more discipline problems were met in the large groups than the small, and this detracted greatly from the effectiveness of the speech classes. As mentioned previously, each class did not receive nearly enough instruction time in the classroom, but this was an unavoidable situation. It is recommended that if the speech program is used again in summer school ter, that it be done on a one to one or small group basis, and with the children who could benefit most from it. It is felt that the other activities, such as swimming, fishing, bowling, and so on should not be eliminated or cut down in order to give the children more classroom time. The objectives in working with the mentally retarded are to give the children as well-rounded and "normal" a life as is possible. Certainly the development of recreational interests should play a great part in the work of a summer program. The children cannot help but benefit from the exposure to the new and different, and there is no better time to achieve this than during a summer program.

EDUCATIONAL RHYTHMICS

State School No. 13

St. Louis, Missouri

Summer Term, P.L. 89-10

1967

Submitted by

John D. Ellington

Music Teacher

I. The study was concerned with rhythmic techniques proposed by Ferris and Jennet Robins in their book, Educational Rhythmics For the Mentally Handicapped Children.

II. The following were pupils involved. (See attached Progress Chart for more information concerning the subjects.)

1. Willie Chapple
2. Dianne Cummings
3. Donald Goodman
4. Sandra Martin
5. James Mingo
6. Shirley Niblett
7. Mike Dremier
8. Debby Reynolds
9. Cardell Sinclair
10. Darla Swope
11. Tammy Tripp
12. Yvette Cohen

III. The Pre-Test:

The pre-test involved a short warm up period with the children participating in free movement to music. The teacher performed the skills with the children imitating his movements. This was done both group wise and individually.

IV. Scheduling:

The schedule consisted of five half hour lessons a week for six weeks. Ten rhythmic exercises were introduced the first week. These exercises incorporated all the skills which were to be developed over the six week term.

V. Therapy Approaches Used:

Educational rhythmics were presented to the child in the most simple suggestive fashion without drill or mysticism. Along with movement and music the exercises utilized various motivational aids, such as:

tamborines, maracas, Easter baskets, gayly colored flags, pictures and stories. A great deal of patience was used by the teacher in order to get maximum results.

Description of the Therapy Activity: For variety some of the exercises were initially presented by having the children imitate the teacher's movement step by step without music. Then, for the second exposure, a recording was used. Other exercises began with music and for the second exposure a demonstration without music was conducted. Either way it was possible to spot the child's limitations and help him by placing his limbs in the proper position. The brighter children enjoyed helping the slower ones in an activity such as described. By the end of the fifth week several of the children had learned some of the exercises so well that they were able to lead the class. This was one of the teachers long range goals. The teacher gave praise for any accomplishment; no matter how small.

VI. The Post-Test:

The post-test was conducted in the same manner as the pre-test, except that it was conducted in a two hour period. This type of evaluation provided that the teacher have time to evaluate each child individually with the necessary time needed for a valid evaluation. The steps of the evaluation involved going through all of the exercises learned.

VII. Summary and Conclusions:

At the end of the six week period, eleven children had mastered all ten motor skills. One had mastered nine. Nine were able to recognize all ten colors presented, three pupils had advanced to four colors, five colors and eight colors.

Debby was an extremely shy child who would keep her face averted when she talked to anyone. Debby has developed a much greater feeling of confidence through her achievements in Educational Rhythmics, and will now speak to others face to face.

Mike is a hyperactive boy who was considered an incorrigible by his classroom teacher. Throughout the rhythmic course Mike's behavior has been impeccable.

All of the children exhibited increased attention span.

As a result of this study it is felt that inner equilibrium is enhanced by stimulation from outside through motoric movement to music.

ADDED ACTIVITIES IN MUSIC

In addition to the study in Educational Rhythmics this summer, two enrichment program were conducted; singing class and a band class. These classes met each day for one-half hour.

Singing Class:

The singing class was composed of twelve of the best singers or potential singers in the school. The pupils were exposed to simple ear training exercises, past singing experiences, listening experiences, and sings chosen on the basis of musical value and whether the children could relate to them.

Band Class:

In the band class stress was placed on rhythmic and instrumental experiences. The fifteen children in the class ranged in age from eight to twenty. Some of the instruments and aids used were: piona, base violin, guitar, dance band drum set, bugles, parade drums, and various rhythm band instruments. All of the children were given an opportunity to plan on each instrument before the term concluded. A dance band was formed with singers and a drum and bugle group was organized. In developing groups such as these, it was found that the children acquire immense satisfaction out of being able to sing or produce music from an instrument; and to perform for their fellow students.

With painstaking repetition, patience, and adaptation of musical principles, it was found that a greater number of the children, than was thought possible ten years ago, are capable of acquiring both short and long range benefits (mental, emotional, esthetic, and physical) from a well planned music program geared to their level of comprehension. Some of the pupils have, to an extent, approached the so called "normal" level of proficiency in singing, playing, listening, and reacting to musical experiences.

PROGRESS CHART

NAMES OF PUPILS	5	10	15	20	25	30	Index of ills
Willie Chapple	A B C D E F G H K-8	a b c d e f g h i	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J K - 10	(A) Arms Straight Up
Dianne Cummings	A B C D E F G H I J K - 10	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J K - 10	(B) Turned In Circle
Donald Goodman	A B C E G H K -10	A B C D E F G H I	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J K - 10	(C) Kneel on One Knee
Sandra Martin	A B C D E F G H I J K - 10	a b c d e f g h i j	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J K - 10	(D) Counter Movement
James Mingo	a b c d e f g h k - 8	A B C D E F G H I	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J K - 10	(E) Jumps Without Help
Shirley Niblett	A B C D E G H I K - 10	a b c d e g h i	A B C D E G H I	A B C D E F G H I	A B C D E F G H I J	A B C D E F G H I J K - 10	(F) Jets
Debby Reyholds	A B C E G K - 10	a b c e g h i	A B C D E G H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J K - 10	(G) Heel Digs
Cardell Sinclair	A B C E H K - 0	A B C E H	A B C D E G H	A B C D E F G H	A B C D E F G H I	A B C D E F G H I J K - 5	(H) Toe Digs
Darla Swope	A B C D E G H I K - 1	A B C D E F G H I	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J K - 4	(I) Stamp Clap
Tammy Tripp	A B C E J K - 10	A B C D E G H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J K - 10	(J) Elbow - two claps- arms up
Mike Dremier	a b c e i k - 0	A B C D E G H I	A B C D E F G H I	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J K - 8	(K) Color Recognition 1 - 10
Yevette Cohen	A B C E G H I J K - 5	A B C D E F H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J	A B C D E F G H I J K - 10	

STUDY ON EDUCATIONAL RHYTHMICS

State School No. 22

Neosho, Missouri

Summer Term, P.L. 89-10

1967

Material compiled by

(Mrs.) Helen Moss

Teacher in Charge

STUDY ON EDUCATIONAL RHYTHMICS

The rhythmic study conducted at the School for the Retarded in Neosho, Missouri proved to be an enjoyable activity during the summer term.

A schedule was developed and followed as closely as possible. The program consisted of twenty-two (22) periods of rhythmics. Each Thursday of the week was devoted to cook-outs; therefore, no practice took place on that day. Also, no practice occured on July 4, a national holiday.

The proceedures presented in the outline of the study were followed:

I. Objectives
  A. To have a pleasant, but thorough exercise period each day.
  B. To develop large muscular movements.
  C. To develop small muscular movements.
  D. To develop listening skills.
  E. To encourage group participation.
  F. To increase the attention span.
  G. To increase the vocabulary and the ability to demonstrate by suiting action to words.
  H. To encourage some individual freedom in expression.
  I. To help overcome shyness.
  J. To develop better coordination.
  K. To increase enjoyment of music through rhythmic expression.
  L. To increase appreciation of a felling of well-being brought about through physical exercise.

II. Participants
  A. All children
  B. All teachers and aides (to observe and score)

III. Time
  A. Daily
  B. 9:10---9:30 A.M.

IV. Materials
  A. Record Player
  B. Records--Sing 'n Do Songs, Sing 'n Do Company, Inc.
     Ridgewood, New Jersey

    1. Album 1
      a. "I'm a Ding Dong Ding Dong Choo Choo"
      b. "An Indian Song"
      c. "I'm a Little Puppet"

    2. Album 2
      a. "The Lazy Little Hen"
      b. "I Am the Wind"
      c. "At the Rodeo"
      d. "The Clock Song"
      e. "Johnny Jump Up"

3. Album 4
    a. "In the Toy Shop"
    b. "The Little Rag Dolls"
    c. "I'm a Little Chinese Doll"
    d. "The Sanpdragon Song"

4. Album 5
    a. "Little Scraecrow"
    b. "Pumpkins on Parade"
    c. "You'll Never Catch Me"
    d. "Down on the Farm"

5. Album 6
    a. "Twenty Little Rabbits"
    b. "The Swing Song"
    c. "The Drummer's March"
    d. "The Cat with the Wavy Tail"

C. Daily Progress Chart
D. Rhythmic Progress Summary Chart

V. Procedure

A. Space children for maximum freedom of movement.
B. Teachers and aids are located so as to best observe their group of subjects. Use the daily score sheet.
C. Method of instruction of a new song:
    1. Listen to the new song through once.

    2. Discuss and explain new words, and show the actions for it. (Follow the manual, and add as many other exercises as possible to each song).

    3. Practice for a few minutes on the more difficult movements.

    4. Play the record and have the children follow the leader.

    5. Encourage the children to use large, exagerated movements, to stretch, twist, and bend.

    6. Use praise and emphasize that the exercises are fun to do.

D. Review preceding day's record, and proceed as above with a new number.
E. As soon as several songs are learned, the first ten minutes may be spent in doing these. (The children may wish to choose some to do). The last ten minutes should be spent in learning a new song.

VI. Correlate as many other activities as time permits.
   - A. Pictures to illustrate.
   - B. Objects to illustrate.
   - C. Flannel Board
   - D. Art activities.

VII. Scoring and Evaluation
   - A. A daily progress chart will be kept on each pupil his daily observer.
   - B. A Rhythmic Progress Summary chart for the six week's term will be compiled.
      1. Three copies will be made.
      2. One will be sent to the central office, one for
      th the area supervisor and one for the child's folder.

The teacher and aids kept check sheets on five or six children in a group. The same children were checked by the same people throughout the study; and through this close observation, it was felt that the teachers came to know and understand the children better in many other areas besides those which were being checked.

The scores of the study were rather low, as a whole, on the singing; but this is to be expected as it is really difficult for these children to sing and follow the rapid changes in the exercises all at the same time. Also, singing was not stressed as it seemed to distract some, and make hearing the records and directions difficult.

The rhythm records were used in the school last spring, and it is the plan to continue with them this fall. The check sheets will be used also as this is a good way to record each child's strong and weak points in the various areas. As a result of the interpretations of the check sheets, special help can be given in the areas indicated.

It is felt that the children gained a great deal from the rhythmic program, and that the objectives of the study were met as well. In most cases improvements were even better than anticipated. The summary charts enclosed will show the evaluation and progress of each child who participated in the study.

EDUCATED RHYTHMICS SUMMARY CHART

State School #22, Neosho

Date:

Grade skills learned on 0 to 10 scale

Name	Days Participated	Listens to Directions	Listens to Music	USES THE FOLLOWING: A few large arm movements	A few large leg movements	A few large body movements	A few hand movements	A few foot movements	A few head movements	A few facial movements	Most (or all) Large arm movements	" " leg movements
Mike Bobb	20	9	9	9	9	8	8	9	7	6	9	8
David Burnett	22	9	9	9	8	8	8	9	8	6	8	8
Harold Eaglebarger	18	5	4	5	5	5	2	2	1	1	1	1
Rick Fox	21	6	5	5	5	2	6	9	7	8	4	7
Frank Hines	21	6	7	7	8	3	8	9	6	6	7	7
Stephen Lansaw	21	4	3	8	7	7	8	7	5	2	9	3
Paul Milgrim	21	5	6	8	8	8	7	8	6	5	9	9
Randy Roark	18	6	5	6	5	4	7	4	3	2	1	0
Don Russell	22	9	9	9	9	9	9	9	9	7	9	8
Jummy Spurgin	22	7	6	8	8	8	7	8	8	5	9	9

UCATED RHYTHMICS SUMMARY CHART

Date: 7-28-67

de skills learned on 0 to 10 scale

A few large leg movements	A few large body movements	A few hand movements	A few foot movements	A few head movements	A few facial movements	Most (or all) Large arm movements	" " leg movements	" " body movements	" " hand movements	" " foot movements	" " head movements	" " finger movements	Keeps with music	Sings with music	Knows vocabulary
9	8	8	9	7	6	9	8	8	8	8	7	6	5	5	8
8	8	8	9	8	6	8	8	8	8	8	8	8	4	0	9
5	5	2	2	1	1	1	1	0	0	0	0	1	0	0	0
5	2	6	9	7	8	4	7	0	6	8	7	0	3	3	9
8	3	8	9	6	6	7	7	3	8	9	5	4	2	5	9
7	7	8	7	5	2	9	3	3	2	3	1	1	0	0	9
8	8	7	8	6	5	9	9	8	8	6	5	4	8	3	9
5	4	7	4	3	2	1	0	1	1	0	1	1	1	0	4
9	9	9	9	9	7	9	8	7	7	8	9	5	4	6	8
8	8	7	8	8	5	9	9	8	6	6	6	6	2	3	5

EDUCATIONAL RHYTHMICS SUMMARY CHART

State School #22, Neosho

Date:

Grade skills learned on 0 to 10 scale

Name	Days Participated	Listens to Directions	Listens to Music	USES THE FOLLOWING: A few large arm movements	A few large leg movements	A few large body movements	A few hand movements	A few foot movements	A few head movements	A few facial movements	Most (or all) Large arm movements	" leg movements
Cynthia Badgley	22	5	5	8	8	6	5	5	5	5	3	3
Carol Bradley	21	2	5	7	7	6	6	6	6	5	5	5
Rhonda Clark	21	10	10	10	10	10	10	8	10	5	10	10
Brenda Daugherty	20	8	10	10	10	10	10	10	10	10	10	10
Sue Isham	22	10	10	10	10	10	10	10	10	10	10	10
Annette Klinge	20	1	2	6	6	5	6	6	5	5	5	5
Dianna Russell	21	6	10	10	10	10	10	10	10	10	9	8
Katherine Russell	22	10	10	10	10	8	10	10	9	9	10	10
Donna Weston	22	5	10	10	10	10	10	10	10	10	8	8
Debbie Wetzel 1	19	9	9	10	10	10	8	9	10	8	7	8
Lula Bell Youngblood	18	4	5	5	5	5	4	5	4	3	2	2

TIONAL RHYTHMICS SUMMARY CHART

Date: 7-28-67

skills learned on 0 to 10 scale

A few large leg movements	A few large body movements	A few hand movements	A few foot movements	A few head movements	A few facial movements	Most (or all) Large arm movements	" " leg movements	" " body movements	" " hand movements	" " foot movements	" " head movements	" " finger movements	Keeps with music	Sings with music	Knows vocabulary
	6	5	5	5	5	3	3	3	2	3	3	2	2	1	5
	6	6	6	6	5	5	5	5	5	5	5	2	0	0	5
0	10	10	.8	10	5	10	10	10	8	5	8	5	1	1	7
0	10	10	10	10	10	10	10	10	10	10	10	10	9	2	8
0	10	10	10	10	10	10	10	10	10	10	10	10	8	2	9
	5	6	6	5	5	5	5	5	5	5	5	4	2	0	4
0	10	10	10	10	10	9	8	8	8	8	8	8	2	4	8
0	8	10	10	9	9	10	10	8	10	10	9	9	7	7	9
0	10	10	10	10	10	8	8	8	7	8	8	8	6	2	5
0	10	8	9	10	8	7	8	7	7	7	5	5	4	0	6
	5	4	5	4	3	2	2	2	2	2	2	2	0	0	5

EDUCATIONAL RHYTHMICS SUMMARY CHART

State School #22, Neosho

Date:

Grade skills learned on 0 to 10 scale

Name	Days Participated	Listens to Directions	Listens to Music	USES THE FOLLOWING: A few large arm movements	A few large leg movements	A few large body movements	A few hand movements	A few foot movements	A few head movements	A few facial movements	Most (or all) Large arm movements
William Cote	20	4	4	5	5	5	4	3	3	2	
Jill Davies	19	7	7	9	9	9	6	4	5	4	5
Max Fedde	17	8	8	8	8	8	8	8	8	8	7
Ruth Fullerton	22	10	10	10	10	10	10	10	10	10	9
Ray Donald Miller III	20	4	4	5	5	5	5	5	5	5	2
Murray Moenkhoff	21	7	7	8	8	8	8	8	8	8	6
Ray Pogue	22	3	3	1	1	1	1		1		
Joy Starmer	23	9	9	9	9	9	9	9	9	9	8
Susan Tharn	21	9	9	9	9	9	9	9	9	9	8
Charles Van Volkenburg	22	6	6	8	8	8	8	8	8	8	5

EDUCATIONAL RHYTHMICS SUMMARY CHART

Date: 7-28-67

rade skills learned on 0 to 10 scale

A few large arm movements	A few large leg movements	A few large body movements	A few hand movements	A few foot movements	A few head movements	A few facial movements	Most (or all) Large arm movements	" " leg movements	" " body movements	" " hand movements	" " foot movements	" " head movements	" " finger movements	Keeps with music	Sings with music	Knows vocabulary	
5	5	5	4	3	3	2								3	1	2	150
9	9	9	6	4	5	4	5	4	3	4	1	2	2	2	2	2	
8	8	8	8	8	8	8	7	7	7	7	7	7	7	6	2	4	
10	10	10	10	10	10	10	9	9	9	9	9	9	9	8	2	6	
5	5	5	5	5	5	5	2	2	2	2		2	2	1	1	2	
8	8	8	8	8	8	8	6	6	6	6	6	6	6	5	2	2	
1	1	1	1		1											1	
9	9	9	9	9	9	9	8	8	8	8	8	8	8	7	2	6	
9	9	9	9	9	9	9	8	8	8	8	8	8	8	7	2	4	
8	8	8	8	8	8	8	5	5	5	5	5	5	5	4	1	3	

SPECIAL PROJECT IN EDUCATIONAL RHYTHMICS

State School No. 36

Hannibal, Missouri

Summer Term, P.L. 89-10

1967

Submitted by

(Mrs.) Pauline Daugherty

Teacher

(Mrs.) Edna Carrol

Teacher in Charge

SPECIAL PROJECT IN EDUCATION RHYTHMICS

Six children were chosen to participate in the project, three girls and three boys, all of whom needed help in varying degrees in muscular coordination. At the beginning of the session, each child's abilities, from A to J as listed on the accompanying chart were checked.

The lessons began with the rhythm sticks--the simplest instrument. The tune, "Did You Ever See a Lassie", a tune in 3/4 time with which they are familiar and which has a pronounced beat, was used. Also used was the march, "We Are Little Soldier Men" which is in 4/4 time with no dotted notes; and the possibility of using stick beats on every note.

Each day the six children performed in front of the group. Their hands were guided on the sticks. The instructor took one child at a time, guiding his hands so that they would get the feel of the rhythm. Five minutes a day was used during the first week on this exercise. The pupils then became a part of the entire group for the rest of that day's session.

The next step was to concentrate on the tambourines, using the same routine with the six children chosen. The tune "Frere Jacques" (Brother John) was used.

The drill consisted of learning to hold the tambourine in the right hand, while tapping with the left hand; to count eight counts, then tap the tambourine on the left elbow for eight counts. During the next eight counts, the right arm holding the tambourine, is held straight up while the left arm is extended to the side and held straight. During the last eight counts the child turns completely around twice while the arms are extended as in the previous eight counts.

Since Maracas were not available, a calisthenic type of exercise was used with special emphasis on arm movements and exercising the fingers.

It was discovered that most of these children were not able to use a marching instrument such as a tom-tom or drum and at the same time, keep in step by marching to the music. Therefore, no effort was made to do both, but instead to work entirely on the foot movements.

With the help of records expecially made for skipping, running, marching, etc. Those who were able to marched with the same degree of skill were grouped together. Special attention was given to the others who needed help. Running was not much of a problem except to have them take the short quick steps as indicated by the music. The skipping, of course, was another problem. The same six children were helped and drilled. Craig was not able to do anything but gallop. The aid and the instructor stood on each side supporting his forearms and elbows to get him to lift himself off the floor by hopping. The instructor bent first the left knee, then the right; to put across the idea of jumping up first on one foot and then the other. Craig was the slowest of the other children in this respect and never did entirely learn to skip. Several of the others were able to skip on one foot simply by using this same routine mentioned above. At first they hopped on each foot and felt the rhythm enough to perform a rather acceptable skip. Steven's feet turned in to such an extent that he sometimes fell when walking. Skipping was very hard for him.

By way of introducing the ballet exercises all began by stretching to the music of "Blue Danube". Instead of the calisthenic type of stretching, the children were urged to "be as graceful" as the dancers on T.V. Concentration was given to arm movements such as: pretending to gracefully pick up objects from the floor; hold object up at arms length. The leg movements were in the nature of a dance step -- including two steps to the side, then back. By the time the children were ready to do "The Tree" these movements were no problem. "Going to Market" gave the opportunity to kneel, stretch, and walk gracefully.

"The Clock" was an excellent study for arm movements. Many of the children in the class who did not participate in the project were able to make much improvement in keeping arms straight in doing this rhythm. Also, "Wave the Flags," which consists entirely of arm movements was one of the exercises.

Since the period of time for the project was only six weeks, it was felt it would be better to concentrate on just a few studies and do a more thorough job on them than to introduce the children to a wider variety of activities.

On the attached check list the names of the children and progress in the various ability levels are indicated.

CHECK LIST

	1st week	2nd week	3rd week	4th week	5th week	6th week
Roger	A,B,C,D	E F	G H	I	J	
Joan	A B C D		G		H I	
Craig	A B		C		H	I
Steven A.	A B C D				I F	
Debra	A B C		F	G	I	
Janet	A B				E	F

A Arms straight up
B Turns in circle
C Kneels on one knee
D Counter movement
E Jumps without help
F Stamp, Clap
G Skips, one foot
H Clock movement
I Hops on each foot
J Skips on both feet

ACTIVITY VI

TEACHER INSTITUTE

Funded Through

TITLE I

of the

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Conducted by the

MISSOURI SCHOOLS FOR THE RETARDED

TEACHER INSTITUTE

A teacher institute was conducted at Drury College in Springfield, Missouri, with the intention of providing an in-service training for professional staff personnel of the State Schools for the Retarded; involving 150 teachers and supervisors of the T.M.R.

In preparation for the institute, arrangements were made with Drury College by Contracting services. Also, arrangements for lodging and food for all enrollees were made with a local hotel and motel firm in Springfield, Missouri. After the necessary arrangements were made and the college prepared and mailed out the program to all possible enrollees, (See attached program) a letter concerning lodging, travel, and food expenses was mailed out to all possible enrollees. (See attached letter).

The amount of time of teacher (enrollee) participation was 24 clock hours of classroom instruction plus outside preparation beginning at 1:30 p.m. January 23, and ending at 12:00 p.m. on January 27, 1967.

The theme of the institute was, "New Trends in Curriculum Development for Trainable Mentally Retarded."

The format of the program was followed daily by having lectures and demonstration in the morning and early afternoon sessions. (See accompnaying speeches) Following the early afternoon sessions, pre-assigned group study meetings of the ten curruculum areas were held. The enrollees of the institute met with consultants in each of the ten curriculum areas. (See attached program for Teacher Institute.)

One of the objectives of the institute was to apply the new trends in curriculum development to the present curriculum of the Missouri Schools for the Retarded. The speakers and program of the instutute aided in the revision of the accompanying Curriculum Guide for Teachers of Trainable Mentally Retarded.

In the teacher evaluation of the instutute the following questions were answered:

1. What features of the program helped you most?

   Most of the enrollees agreed that the speakers did.

2. Of the speakers you heard, rate the top three in order of preference.

   Most enrollees agreed that Dr. Bobby Polk, Mr. Matthew Sullivan, and Dr. Geraldine Fergen rated as tops.

3. Was there too much emphasis, too little emphasis, or just enough emphasis on ideas and techniques which can immediately be applied to your work?

   Most enrollees agreed that just enough emphasis on ideas and techniques which can immediately be applied to their work.

4. What session or sessions did you consider the most worthwhile?

   Most enrollees agreed that the demonstration presented by Mr. Matthew Sullivan was the most worthwhile.

5. What changes in materials, programming, timing, length of session or sessions, subject matter or presentation do you suggest for future meetings similar to this one?

   Most enrollees agreed on more practical demonstrations.

The full report of the teacher evaluation of the institute is attached to this report.

One way of measuring the success of such a conference is to listen to what the participants had to say about it. The following are letters to this effect.

"Mr. Sheperd,

Just a note to let you know we enjoyed the Institute at Springfield.

We, of course, profited from our meetings with other teachers, and the exchanging of different view points.

It was a relief to find that you are doing things the way the 'experts' in the field feel that they should be.

Mr. Sullivan and Dr. Polk impressed us the most.

The only thing we wanted different was perhaps some filmstrips and materials available for teachers to browse through if they wished. Also, we would have enjoyed seeing those movies Mr. Dabney told us about.

Respectfully yours,

Margaret Campbell"

"Dear Mr. Bilyeu:

I think Dr. Palk would probably be my choice as the highlight of the institute, but he was really in good company and it is hard to decide who or what was the best. I certainly feel this was the greatest opportunity we have ever had to become better informed and to fraternize with other people who have the same interests and problems. The hospitality of the College and the local Training Center and the hotel where we stayed was amazing. I think the teachers will have more pride in their profession and feel that they are a part of a great and successful movement to improve the lot of our TMR citizens. I think the pupils of Missouri's Training Centers will benefit directly from their teacher's having attended the institute. I know I brought back more to my pupils from this week that from the nine weeks I spent in Summer School last summer.

Thank you for the help you gave our committee; I think we may have monopolized your time, we certainly felt we needed your help. Thank you for sending the material I requested.

Sincerely yours,

Verelle Peniston"

"Dear Mr. Brewer:

Thank you for vision and leadership, and also, to those who gave assistance, in promoting a most successful Teachers Institute.

As a teacher in the area of the TMR, I returned to my place of service keenly aware of the projected challenge for the students at Center 32. Yet, because of inspiration and information from those in authority, and the anticipation of the Curriculum Guide, I feel much can be and will be accomplished in future days. I'm glad I'm a part of the Educational Program for TMR.

Thank you for a job well done. I appreciate your efforts and abilities.

Sincerely.

Mrs. Robert Eberting, Jr.

Dear Mr. Sheperd,

We, the teacher's at Training Center 13, wish to express our deep appreciation and our feeling of honor at being a part of the "Teachers Institute" at Drury College in Springfield, Missouri, on January 23rd through the 27th, 1967, to learn of new educational trends for the severely retarded.

We were greatly encouraged and inspired to realize that many prominent educators and organizations are interested in and aware of the pressing need for helping the severely retarded child realize his potentials.

We returned to our school greatly encouraged with new ideas and new approaches, the growing support and opportunities for our children and an opportunity to meet and exchange ideas with our co-workers.

We would also like to express appreciation to those who organized and planned such a worthy meeting as, Mr. Brewer, Mr. Bilyeu, and Mr. LaPuma and others.

Sincerely,

Mr. McKee and Staff"

"Dear Mr. Brewer:

On behalf of the teachers in the training program in Southeast, Missouri, I wish to extend to you my congratulations for your efforts in conducting the Teacher Institute.

The speakers were excellent, the program was well-organized, informative, and practical.

We are in complete agreement that this meeting was very helpful, enjoyable, and we are most appreciative of all the work and effort it involved on your part.

Sincerely,

Stan Darr, Area Supervisor"

In conclusion, it is recommended that since the institute was such a huge success another in-service program be conducted during the 1967 - 1968 school year with emphasis on "New Trends in Evaluations and Curriculum for Trainable Mentally Retarded."

SUGGESTIONS FOR TEACHER INSTITUTES IN THE FUTURE

1. Allow college credit to participants.

2. Schedule a week between November 1 and March 1. (Preferably between semesters in late January.)

3. Program Topics
    1. Implementation of the Curriculum Guide
        - A. Could use speakers on different areas.
        - B. Could use demonstrations with children.
            - a. In the demonstration, new equipment, teaching aids, books, and other materials could be used.
            - b. An outline of lesson plan being used would be given to observers.
    2. Evaluating the progress of pupils and reporting the progress to parents.
    3. A session or two on scheduling for most effective use of time and preparing plans for the day.
    4. A medical doctor or a panel discuss the child who is subject to seizures and how the teacher can best handle the situation.
    5. If camping is a possibility in the summer, I would suggest time be spent preparing some of the teachers for this experience.
    6. At least one ½ day session on parent counseling - could spend a full week.

Exhibit of materials should be provided.
Have at least one banquet.
Continue luncheons on three days.
Continue two nights free.
Have a short afternoon session on days when there is an evening meeting.
By all means - allow time for teachers to tour nearest workshop.
Provide some group meetings for those having special interests.
The easy way would be to schedule a week with the Robins - Education Rhythmics.

Teacher Evaluation of Institute held at Springfield, Missouri,
January 23 - 27, 1967

The following questions and answers will be used to help plan future programs for other groups:

1. What features of the program helped you most?

	First	Second	Third	Fourth
Speakers	103	17	6	-
Meeting others	21	74	20	1
Materials	-	24	46	47
Question & Answer Sessions	-	5	41	50

2. Of the speakers you heard, rate the top three in the order of preference.

	First	Second	Third
Polk	51	40	20
Sullivan	30	46	30
Fergen	27	23	37
Hagerty	6	2	14
Dabney	5	11	13
Smith	3	1	12
Huddle	1	1	9
Film			1
Panel			1

3. Was there too much emphasis, too little emphasis, or just enough emphasis on ideas and techniques which can immediately be applied to your work?

Too Much emphasis	1
Too Little emphasis	32
Just enough emphasis	69

4. What session or sessions did you consider the most worthwhile?

Sullivan	80
Study Groups	3
Polk	22
Morning Sessions	3
Wednesday Morning	3
Dabney	5
Speakers	5
Fergen	8
All	4
Workshop(Huddle)	3

Teacher Evaluation of Institute held at Springfield, Missouri,
January 23 - 27, 1967

5. What changes in materials, programming, timing, length of session or sessions, subject matter or presentation do you suggest for future meetings similar to this one?

More Demonstrations	24
More films	4
Too Long	6
None (no change)	7
Displays	5
Speakers like Polk	3
More Material	5
Sessions were long	3
Discussion of problems	3

UBERT WHEELER
COMMISSIONER

AREA CODE 314
PHONE 635-8125

STATE DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
JEFFERSON BUILDING
P. O. BOX 480
JEFFERSON CITY, MISSOURI 65101

Original

January 4, 1967

Dear Teacher:

It is with a great deal of pleasure that we are now in a position to announce the 1967 Teacher Institute.

The "Teacher Institute, New Trends in Curriculum Development for the Trainable Mentally Retarded", will be presented by Drury College, Springfield, Missouri, January 23-27, 1967. The institute will carry one hour of credit for those who successfully complete the requirements of the course.

We will be quartered at the Colonial Hotel and the Rail Haven Motel. It will be possible that the cost of a twin room may be covered by institute funds. If you wish a single room you may receive a twin room allowance.

Meal arrangements for meals have been made at two restaurants. The Sycamore Inn at the Rail Haven and The Colonial Dining Room. Noon meals the 24th, 25th and 26th, and the banquet will be at the Colonial Dining Room. Other meals will be of your choice at either restaurant.

We do ask that you sign no more meal tickets than will exceed $6.00 per day average. First meal to be charged will be noon Monday, January 23 and the last meal to be charged will be noon, Friday, January 27th. Please remember that all meals to be charged must be eaten at one of the two restaurants.

You will be reimbursed round trip bus fare in lieu of mileage from Center to Springfield.

Drury College will mail a program of the institute to you soon. Tuition and fees of the institute will also be covered by budget.

We have attempted to arrange a program and an environment that will be conducive to a relaxing, pleasurable and informative learning experience.

Sincerely,

Charles W. Brewer

Charles W. Brewer, Coordinator
Training Program and Sheltered Workshops

CWB:sk

- -

Please return by January 10th.

I wish a __________(twin or single room.)

Roommate preference____.

Signed____.

ACTIVITY VII

HOME-SCHOOL COORDINATOR

Funded Through

TITLE I

of the

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Conducted by the

MISSOURI SCHOOLS FOR THE RETARDED

A PROGRAM INVOLVING A HOME-SCHOOL COORDINATOR
FOR THE KANSAS CITY AND ST. LOUIS SCHOOLS
FOR THE MENTALLY RETARDED

by

(Mrs.) Ressie Brock

and

Mr. Finest L. Gilkey

Submitted As
A Special Project
for the
Missouri Schools for the Retarded

Funded by
P.L. 89-10, Title I,
of the
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

A PROGRAM INVOLVING A HOME-SCHOOL COORDINATOR FOR THE KANSAS CITY AND SAINT LOUIS STATE SCHOOLS FOR THE MENTALLY RETARDED

Proposed Program

The project as proposed involved a home-school coordinator operating out of State School No. 12 in Kansas City and State School No. 13 in St. Louis. The coordinator was asked to investigate and provide extended school services such as: follow-up, case findings, parent visits, vocational information, health information, disability benefits information, and transportation planning.

It was planned to have an evaluation of the activities by anecdotal records, parent reactions, and administration rating and reactions.

The estimated amount of time which each child was to participate in the supplementary services was to be determined according to the need.

The project was to be conducted during the five month period from January 1967 through August 1967.

The success of the project can be measured by the reports of the individuals who assumed the positions as coordinator in this area at the two schools involved in the project. The following pages contain the reports from the Kansas City and St. Louis areas.

EVALUATION OF HOME - SCHOOL COORDINATOR SERVICES AT STATE SCHOOL NO.12

by

(Mrs.) Ressie Brock

Submitted As
A Special Project
for the
MISSOURI SCHOOLS FOR THE RETARDED

Funded by
P.L. 89-10, Title I
of the
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

FORWARD

The role of a Home-School Co-Ordinator in an urban school is rapidly increasing in importance in order to maintain the effectiveness of the services offered by the school. When the pupils come predominantly from poverty-striken homes in the troubled inner city area, the problems of poor attendance, health problems, lack of proper clothing, and improper diet are often the difficulties that must be grappled with before one can get to the problem that hinders the training process. These are hardships that the classroom teacher often suspects and sees but is unable to devote her time to alleviate especially when they are so prolific. The Parent-Teacher Club is able to assist in some dilemmas but the chronic problems leave the members weary and disconsolate when the few are already carrying the burden of leadership for the survival of that organization.

Mrs. Ressie Brock as Home-School Co-Ordinator for State School No. 12 has spent much of her time gathering and distributing clothing, contacting organizations to purchase eye glasses, showing the pupils how to keep themselves clean, and discussing with parents the importance of sending their children to school regularly. She serves as a liason between the home and the school to serve the best interests of the child.

Parents who enroll their child in school for the first time and are just beginning to realize that their child is different, need to ventilate their thoughts and fears in private with unhurried, sympathetic understanding. Mrs. Brock has assisted the teachers in helping these parents to further realize and accept emotionally the child's academic limitations and retardation.

Considerable effort has been spent to place the older retardates in sheltered workshops and vocational rehabilitation. In many instances it is necessary to go that extra mile to prod the parents to make that telephone call, keep that appointment, and fill out those papers. Whether it is because of ignorance, diffidence, or apathy on the part of the parents, whatever the reason, it is up to the Home-School Co-Ordinator to pursue the best interests os the TMR adult. Along the way Mrs. Brock sometimes finds other retarded young adults whom she has referred to community services.

Mrs. Brock had also been responsible for obtaining additional services such as beauty and tonsorial services and has also arranged educational field trips and programs for the pupils.

Detailed accounts of many of her cases can be found in her report.

In counseling with parents Mrs. Brock has been especially emphastic and sensitive to combat their resistance caused by their deep emotional involvements such as feelings of guilt, disappointments, and uderlying frustrations. Indeed, she has done much to ease the load that these parents are destined to carry. Through her role as Home-School Co-Ordinator she has enabled the school to operate more efficiently and serve the TMR in the local community more effectively.

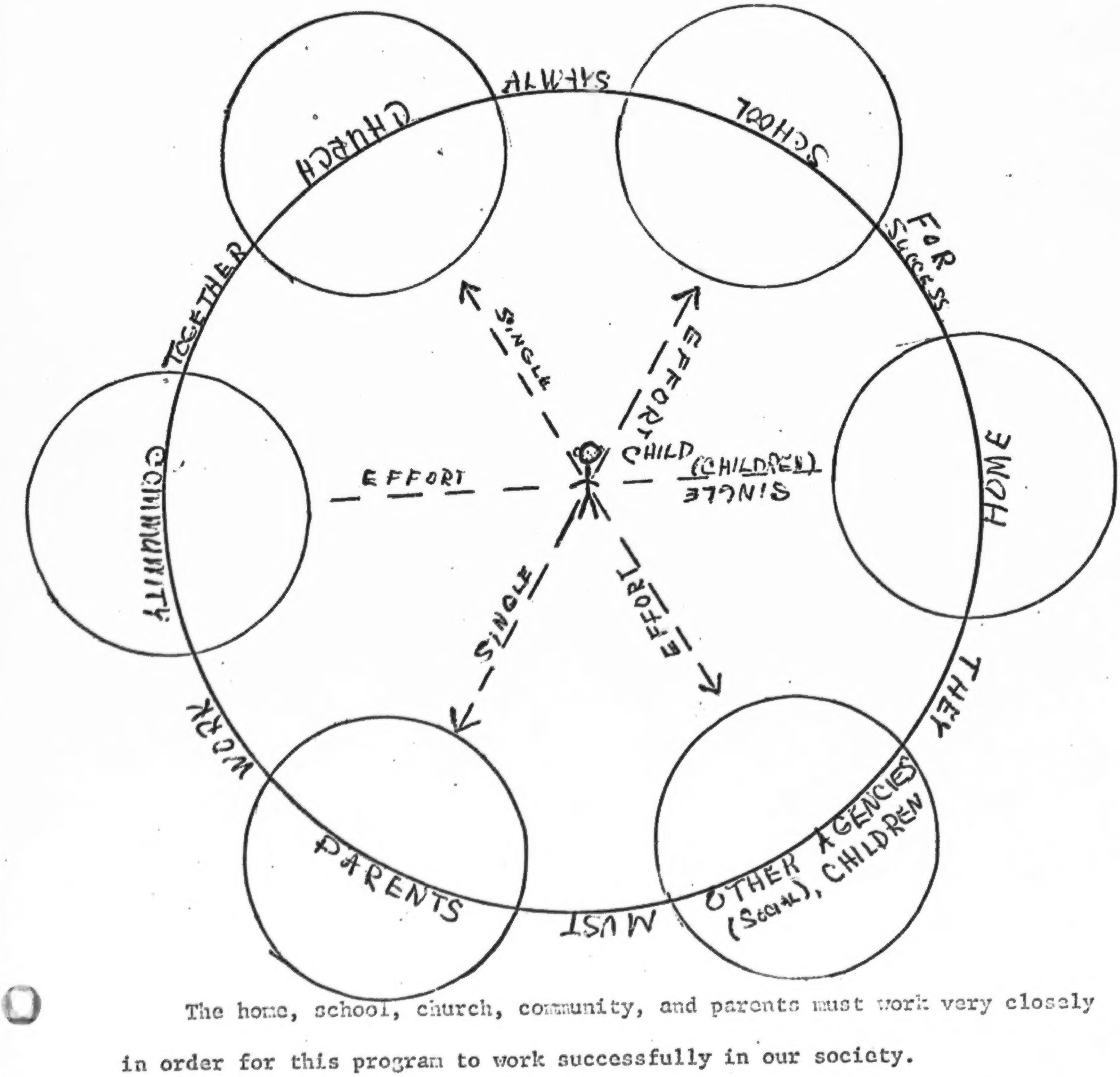
Phyllis L. Geppert
Teacher in Charge
State School #12

EVALUATION OF HOME-SCHOOL COORDINATOR SERVICES AT STATE SCHOOL NO. 12

The Home-School Coordinator began a program at State School No. 12 for retarded children on January 16, 1967. It has been quite an interesting and challenging job. With the co-operation of the faculty and staff it has been possible to help improve several areas of the program as a whole. Personal appearances of the children have been improved. It was noted that the lack of finance, understanding, and cooperation of the parents, have detained this program from working efficiently as might be possible. Through home visits we have been able to break the barrier and explain the problems of the children and the school's efforts in full. I was surprised to find out that some of the parents felt that the child's schooling was the teacher's responsibility; yet, many were quite thrilled for someone to discuss their child's progress and the total goals which the school was trying to obtain. Without the parents support and interest, it would be highly impossible for the teacher to be successful in the performance of her job. There are a number of ways in which the school and the parents are able to work together effectively.

The churches and the various communities are aware of the programs provided by the school and what they mean to the child and to the church and community. With the cooperation of several churches, it has been possible to assist many of the TMR children attend Sunday School and other religious activities. This cooperation with the churches is quite helpful in aiding these children to become a part of society as much as their abilities will allow. Ministers have been trying to inform and educate the public of the importance of the TMR child in the community and church. The results are wonderful. As an example: Many churches have donated aide and offered their support to help make this program a success. The church along with other community agencies (See chart below) play a binding role in making these children a real part of society.

Primary Mission: Help the Child


ALWAYS
CHURCH
SCHOOL
FOR SUCCESS
HOME
THEY
OTHER AGENCIES (Social), CHILDREN
MUST
PARENTS
WORK
COMMUNITY
TOGETHER
SINGLE
EFFORT
CHILD (CHILDREN)
SINGLE
EFFORT
SINGLE
EFFORT

The home, school, church, community, and parents must work very closely in order for this program to work successfully in our society.

HEALTH SERVICES

January

Virgie has a tendency to sleep a great deal in school. She has health problems, especially feminine hygiene, and suspected improper use of her leisure time.

Results: I visited the home of Mrs. B., the grandmother of Virgie and received a warm welcome. We discussed the problems of Virgie. Mrs. B. and Mrs. D. have promised to try to improve Virgie's hygiene problem as much as possible.

Nylene failed to see a doctor and returned to school.

Results: Mr. and Mrs. E. responded beautifully. Nylene has seen a doctor and she is on medication and doing very well.

Vera was out of school January 10 through January 18. She came to school on January 19 and became ill, then she was sent home. She did attend school January 20, We were on vacation January 23 through January 27. Vera needs to see a doctor and remain at home until completely recovered, or until the doctor permits her to return to school.

Results: Mrs. W. took Vera to Mercy Hospital and the Doctors stated that she could return to school on Monday.

February

None.

March

Joe is in Wheatly Hospital.

Results: I visited Joe in the hospital. Joe's leg is in a cast and can be expected to be there for four to six weeks according to the doctor.

I visited the home of Raymond to observe Raymond coping with stairs, managing the braces, and to see if he was ready to return to school, etc.

Results: I think Raymond will be able to attend school and his mother desires that he be picked up on Tuesday. He can use his braces quite well.

Charles's clothing is in poor condition, buttons are missing, etc. He needs to eat less fattening foods, if he is not placed on a diet, soon he will be overwright.

Results: Mr. L. is willing to help with Charles's problem as much as possible. He hopes to send Charles back to California if he can, because he cannot give Charles the proper attention that he needs.

MALADJUSTMENT PROBLEMS

January

Tena broke M'Landa's glasses on the bus January 19, 1967, on the afternoon run. This is the second time it has happened. Mrs. H. called Mrs. Geppert's home concerning the matter. Mr. S. the bus driver, did not know exactly how the incident occured.

Results: Mrs. W. is well aware of Tena's conduct, and admits she has problems getting along with others. I do not believe Tena has the ability to improve her class participation and behavior problems without close supervision at all times.

Sammie D. bringing a knife to school.

Results: Mrs. D. seems to have been informed and concerned about Sammie's actions at school and promised to do her best to help correct the problem.

Mary H. refuses to obey her teacher, sleeps in class and is quite interested in boys.

Results: This case needs a continuation. I have discussed all phases of the problems and I am awaiting the results.

WORKSHOP VISITS

January

I checked on the students that were already in the workshop and found them doing satisfactory. I also found two who were doing exceptionally well.

May

We have five students to go to the workshop this year.

FAMILY ASSISTANCE

There were parents who had children of draft age and older. They were not aware that their children had to register when they became of draft age. When I became aware of this problem, I checked with the teachers to see how many students were of draft age and were not registered. I contacted the parents and informed them of their resposibilities. The parents registered their children.

PSYCHIATRIC RECEIVING CENTER

March

Charles T. became very nervous.

Results: I visited the home of Charles. Charles' physical condition is fine, but his mental condition is his problem now. Mrs. T. is trying desperately to get him in Marshall if possible. She really appreciated the service rendered by School # 12 since Charles' illness.

E.B. is frequently having grand-mal seizures in his room. Is he taking medicine? Does he need a change of medication?

Results: Mrs. B. will take E. to Mercy Hospital Saturday or Monday for proper medical care and examining.

F. D. became ill at school.

Results: Mrs. D. was aware of F.'s not feeling well before he left home, but she was not sure. The grandmother made an appointment for him to see a doctor this afternoon. F.'s mother is retarded.

E.S. has poor eyesight. Her parent's doctor states that she cannot be helped. To pursue and possibly solve the problem, we suggested that she try Dr. R.

Results: Mr. S. was pleased over the interest the school had taken of E.'s problem. He is willing to get the glasses for E. He accepted our suggestion cheerfully and asked me to arrange an appointment for E. He does not work on Mondays or Tuesdays.

A nurse checked L.'s eyes and suggested that he needs glasses and should consult a doctor.

Results: Mrs. R. promised to have L.'s eyes examined, but she would rather not see him with glasses.

April

Jerome has been absent from school several days. The phone has been disconnected from his home. We would like to know why he is missing school. Some of the children on his bus have had three-day measles, possibly he has the measles also.

Results: I visited the home of J.'s mother and found that J. was home ill, the reason of his absentees. Mrs. J. and I discussed the behavior problems of J. Mrs. J. will try Special Education for J. for another year.

Joe-Continuation

Results: Joe is home from the hospital and is doing fine. After taking Joe some materials and toys to the hospital, I found that he had been released. He is doing well at home.

Charles - Continuation

Results: I took Charles some toys and materials to play and work with while being out of school ill.

Mary was taken home because of illness.

May

Daniel is not always clean, his socks are often extremely soilded, trousers are too small and break loose at the seams. His shirts are mostly torn and soiled. He sometimes places his hands all over the other children when throwing them about. His mother has not yet come for school visits, but she will try to come on May 18, P.T.C. Meeting.

Results: Mrs. W. very cooperative and responded well.

Glen needs his glasses very badly.

Results: Mrs. L. stated that Glen's glasses are ready and that she will get them as soon as she can afford $10.50. Glen was absent from school today because his head was hurting.

Mary's father has retired from his job as janitor at City Hall. The family finances seem to be in bad shape. Mary talks about not having any breakfast, etc. Mrs. Hurst saw Mary and her mother with a sack picking up bottles near their home. When Mary's father was employed, the family always paid for her lunches and was always quite cooperative. Mr. L. is deaf and his wife cannot read,

Results: I visited the home of Mr. and Mrs. L. and found the statement of the problem to be a fact. The conditions of the family are very sad, and they are without money. Mrs. H. donated a box fo frozen foods. Mr. L. is hoping to draw a disability check in the future; however, he needs help in arranging the necessary papers.

April

Mary L.'s family is still in financial need because her father is not yet receiving disability pay.

Results: The L. family really appreciated the $15.60 that the teachers and staff donated for their light-bill. I hope this will be sufficient until their pension starts.

The time and effort put forth in the L. case hasn't been done in vain. today, July 24, 1967, Mr. and Mrs. L. and family received $1,346.90 Social Security benefits. Each month the family will receive $343.99 until the disability papers are completed; this amount will increase. The family is very pleased and grateful to State School No. 12. The family was able to pay their back rent $380.00, doctor bill, $98.00, window repair, $94.16. At the present, the L. family is free from debts and money in the bank.

I spent forty-five minutes teaching Mrs. L. how to write her name on the checks so far she is doing fine. I assisted them in paying all their bills. This family is very co-operative and willing to be helped.

I hope to teach this family the importance of cleanliness which is very necessary, they have promised to improve their living conditions. I will continue this case until they have a clean place to live in.

FINANCIAL

January

Helen L. needs glasses because her eyesight is very poor. It is felt that her school work would improve if she could see better; therefor, we would like permission from her mother to get her an eye examination and glasses through the 40/8 Socity.

Results: Mrs. L., her mother, agreed to let 40/8 Society get Helen a pair of glasses. Helen's potentials are great as a TMR student. We are pleased with the cooperation of Mrs. L.

February

Vernie needs special shoes.

Results: His father agreed to let us get him special shoes.

March

Thelma's family's apartment was burned. The family needs clothing and a place to live.

Result: Necessary provisions were made for the children to remain at Center No. 12 to receive clothing and lunches.

Eddie has poor eye-sight and the doctor has told her parents that she could not be helped. She was recommended to see Dr. Rufe.

Results: I took Eddie to 1102 Grand to get her glasses from Dr. Rufe.

Micheal discussed in full:

The M. family consists of eleven children and four adults. This family is uneducated and their living conditions are very poor and simple. They have no household furniture (no tables, lamps, stove, cooking utensils, etc.) and at present they have only three beds. We have contacted the Welfare concerning this matter. Our school's main objective is personal care. I have worked with this particular situation. What ever we do in this case will be a great help to the children. I have given them baths, haircuts, etc. and as much personal attention as I could to keep up their personal appearance. The children's environment is their greatest problem. We hope the Welfare will be able to take over soon.

In visiting homes with financial problems we have been able to solve many of their problems, for example, there is the L. family. After teacher's had detected that Mary was hungry, her clothes beginning to become worn, old, and to fit her loosely, Mrs. Gretzer referred the case to me. After checking with the home, I found the family in dire need of money, food, and had no reliable source of income. We discussed the family's problem and found that Mr. L. had worked at City Hall for 15 years and was laid off because of his hearing loss, and health.

With the cooperation of the staff, teachers, and P.T.C. of School #12, we were able to supply the family with food, paid their electricity bill (15.85), and gas bill (10.55). The family cooperates to the best of their ability; however, Mrs. L. is unable to read, Mr. L. is very hard of hearing and his health is very poor. They have two children, one is in State School #12, one is in special education. Mr. L. did not understand how to fill his paper out for his disability pension, Social Security and retirement; unfortunately he did not know that he was entitle to those benefits. After checking with City Hall, I found Mr. L. needed a birth certificate to fill his paper out properly. In questioning, Mr. L. said that Mrs. T. had gotten his birth certificate but he could not afford money to obtain it. Then I checked with Mrs. T., she had his birth certificate, so I explained the situation to Mr. & Mrs. T. and they donated five dollars to the family plus the birth certificate. I filled the paper out for his Social Security, retirement, and disability. The L.'s receive $103.85 per month for retirement and after his physical on the 31st of May he will get his disability check.

At this time I have spent approximately twenty-five hours on this case and 110 miles for mileage. This case will continue. At the present time, I am working on the living conditions, trying to teach the family proper house cleaning. They have three rooms for bed rooms, but the four of them live in one room. Three beds occupy this room and the other has a path to walk through. They are trying to clean these other rooms for me to take pictures of them. Attached are pictures of the present conditions.

FREE SERVICES

The Youth Beauty Club is giving free styles for our girls to improve their personal appearances.

Hazelett's Barber Shop renders free hair cuts foɒ our boys.

The Longview YMCA donated clothing for our needy families which made it possible for some our youngsters to improve their appearances.

Through the Public Health Nurse we are able to get the proper care for the students eyeglasses if necessary.

The students with hearing problems can get treatments from Menoirah Hospital.

I received information and pamphlets from the Social Security office to inform the parents about Social Security benefits for a T.M.R. child.

Several churches made it possible for our children to enjoy a number of treats.

The Avon Company will donate their surplus items at the end of the year for our students.

We have received a number of intitations for our school to visit.

As a Home-School Co-ordinator, I have been giving the students baths trying to teach then the proper and most simplest way and to find out how they really know about proper hygiene, this way I am better prepared to discuss the problems with their parents.

I assisted the nurse in giving shots and etc. She and I worked together on many health problems.

THE COORDINATOR IN THE SCHOOL AND HOME

A good home and school relationship is very essential for the development of an adequate training program. Parents often need support and guidance from some one closely related to the school to gain confidence while learning to cope with the problems confronting them and to help their retarded children develop their abilities and poetentialties. As the parents begin feeling that they are competent in helping all phases of their children's growth, and understanding that the teachers have sincere interests in their efforts, then they will be ready for the teachers to discuss with them what the long-term goals are for their children and how the special program of the children's class is designed to meet those goals.

Parents need to be more confident and understanding concerning school goals and aims if they are to help their retarded children. Learning about the retarded child's development and current behaviour at home from his parents will contribute greatly to the teacher's understanding of her pupil and will aid her in working with the child.

I have found in working with the T.M.R. children that they are in dire need of a Home-School Co-ordinator more so than the average child of consistency in Home-School Guidance of his growth development. It is because T.M.R. children have exceptional difficulties conveying learning and experiences from one situation or environment to another situation or environment, Example: From Home to School. These children need the continunity of co-operative effort between home and school to keep them established in consistent patterns of learning or behaviour.

The Home-School Co-ordinator is able to build a bridge from school to home by visiting the home and discussing with the parents the aims and objectives thoroughly. The parents will also have a chance to discuss the problems of their children with someone who understands and cares for their children.

In working with How the Parents Can Help has been quite an experience. After a short period of time, three students tremendously improved and was able to enroll in the Work Shop Program. Without the full effort and understanding of these parents cooperation, it would almost been impossible for these children to enter the Work Shop Program.

A number of parents do not understand the importance of their loyal support in helping the program accomplish its mission.

Listed below are some of the ways that parents could help us accomplish our mission.

HOW PARENTS CAN HELP

ELEMENTARY AGE CHILD

Help your child discover books by:
  Reading to him
  asking questions about the stories
  talking about the pictures.

Take walks with him in the community or the neighborhood.
  Talk about what you see.
  take him to see the library.
  take him to see the neighborhood grocery store, the zoo.

Talk to your child.
  Let him tell you what he is doing at school.
  Encourage him to talk about his friends, his interests, things he is doing.

Help him develop independence.
  Give him small household jobs to do.
  Permit him to make small purchases at the grocery store.
  Encourage him to answer the telephone.

Help him understand the meaning of good behavior.

Help him to accept his limitations.
  Assisting him to accept his limitations.
  Making him recognize and use his assets.
  Helping him to understand and accept the special class placement.

Parents who help their child acquire sound social experiences, positive attitudes, and good habits are preparing him to gain more and much from the special education program. Through working together cooperatively, parents and teachers can help the slow learner develop to his maximum capacity.

I

During the school year of 1966-67, I worked as a Home-School Co-Ordinator for the State School #12, for retarded children.

My first project was to establish lines of communication between the parents and teachers, and to assure the parents that we are personally interested in their individual problems. A hand book was prepared and distributed to each home, in it we discussed the following items:

1. Registration
2. Child Appearance
3. Bus Transportation
4. Attendance
5. School Lunches
6. Parents Teachers Group
7. Parent-Teacher Conference
8. Grading System
9. School Activities
10. Emergency Procedure.

II

Much progress has been achieved in promoting a better understanding between the poverty home parents and school through the activities of the Title I program. We have found numerous problems known to be detrimental to the progress of the retarded child. Such as, over crowded conditions, poor sanitation, vague understanding of the importance of personal hygiene, and the lack of funds to meet the very minimum necessities to sustain the family. The lack of knowledge to obtain assistance available through established channels were found to be an important factor. Some were eligible for State Welfare assistance, Social Secruity, and assistance through other charity organizations.

On one occasion one of our teachers noticed a decline in appearance and a lack of initiative in a student. After talking with the child, she was able to find that the child was hungry and had not eaten for 24 hours. I visited the home and found the child's father had been layed off work. They had no food, were deliquent in all bills, and the electricity was shut off. I asked the caculity for a donation for immediate assistance to this family.

III

I received a very liberal donation, from which I purchased food, and had their lights turned on all in the same day as we became aware of the situation. In this case the lack of knowledge created the condition. The father had become almost completely deaf and was unable to get another job. Neither parent was able to read or write anything other than their names. They had too much pride to ask for help, but not enough knowledge to get their social security. He had been unable to get his birth certificate. I contacted the Welfare from which they received food immediately. After investigating this family's situation I found that he was eligible to receive a retirement check plus Social Security. The first Social Security check plus back pay was $1346.90. Through my assistance, each month this family receives a $103.00 retirement check and $240.00 in Social Security checks.

The following agencies contributed much to the progress of our school year:

1. Longview Y.M.C.A.
2. 40/8 Society
3. Wonder Bread Co.
4. Taystee Bread Co.
5. Sealtest Ice Cream
6. Wink's Beverage

Through Title #1 project, last year we assisted poverty families with disabilities pension, Social Security, Welfare, Income Tax, clothing, food, light bills, gas bills, water, transportation, lunches, etc. With the aide from the Home-School Co-Ordinator, it was possible to keep these children in school.

It has been a challenge which reminds us that nothing is too good to be true. Our great hopes can be realized. Our wonderful dreams can come true. All that we need in this program we can have. An incredible goodness is operating in our behalf.

Ressie Brock
Home-School Co-Ordinator

COMMUNITY CONTACTS

1. Western Electric Company - Lee Summit (2)
2. Social Security Office - 907 Walnut St., Kansas City
3. Federal Building - 815 E. 12th St.
4. Chevrolet Plant - Kansas City, Missouri
5. Bargain Lumber Comapny - Belton, Missouri
6. Bendix Surplus Store - 95th Troost
7. Mercy Hospital - Independence Ave.
8. P. R. C. General Hospital - Kansas City
9. Longview Methodist Church - Kansas City
10. Red Bridge Baptist Church - 4901 Red Bridge Road
11. Richards Gebaur A.F.B. , Missouri
12. Mrs. Robert Mason - Chairman of Y.M.C.A.
13. Mr. Pat Brown
14. Rehabilitation Center - Kansas City
15. N.C.O. Wives Club - Richards Gebaur A.F.B., Missouri
16. O.W.C. Club - Richards Gebaur A.F.B., Missouri

17. Emanuel M.B. Church - Kansas City, Missouri

18. Associated School Photographers - 3710 Main St., Kansas City

19. Bendix Surplus Store - 95th Troost.

During home visits we discussed: The school's objectives, How the parents can help, The importance of school, Services available for T.M.R. children, Discipline, Why the home and school should work close together, The activities of the summer program, What it really means to the child, Why it is so important to visit the teacher and classroom, The child's personal appearance, The rules and regulations of the bus, Shelter workshop for the older children in the future, The lunch program, etc.

This has been a very timely and wanted service by all. The only problem is not enough hours in a day to discuss each child's problems in full, but we manage to end our visit with the feeling that we understand the school, teachers, and administration of the school.

The following reports are from the classroom teachers at State School No. 12. The comments represent their evaluation of the Home School Coordinating Program.

Mary

"Mary's behavior problems were discussed by Mrs. Brock with Mary's mother. These problems were not solved completely but we hope that with continued help they can be further improved.

"Mary received beauty shop service through Mrs. Brock's help. She now takes pride in her personal appearance. Mrs. Brock is helping her mother make application for the State Workshop. I doubt if Mary's mother would take the initiative to do so alone.

Virgie

"Virgie has received beauty shop service and comes to school neat and clean. Mrs. Brock helped when the family home burned . She visited the home and spoke frankly about Virgie's problems.

Patty

"Patty was taken shopping by Mrs. Brock and received clothing which she needed badly . Clothes were brought from funds made available through the Shrine Patrol.

Nancy

"Nancy was instructed as to the proper way to take a bath. She was bathed at school and shown how to clean herself properly. The parents were instructed about her needs to be kept cleaner.

Graduates

"I especially appreciated the fact that the Home-Coordinator contacted and visited the graduates and checked into their present activities.

"I feel that Mrs. Brock's services have been helpful and important."

Mildred Gunter
Teacher

"The service of our Home School Coordinator, Mrs. Brock, has been very beneficial, her duties have been far reaching in the community, homes of children and Training Center 12.

"Her personal contact with parents has been more beneficial and far reaching than parent teacher contact; as she has been able to make direct contact with the parents about problems affecting the child. These have included parent acceptance of the child and his problems and how to cope with them.

"Financial problems in the home which interferred with children's attendance in school where food, clothing, cleanliness and pride were invalued, Mrs. Brock interceded in helping families secure Social Security benefits, and other welfare assistance. In the home she instructed parents to realize the importance of cleanliness, regular attendance in school and personal pride. She has assisted parents in becoming interested in work shop experience for their children and continue to follow their progress.

"Mrs. Brock has given assistance to parents with children confined to hospitals, advising them what steps to take when the child's mental condition was beyond school attendance. Through her efforts all children have been able to have Beauty Salon and Barbershop experience, part of this transportation was by Mrs. Brock.

"Parents are very appreciative of Mrs. Brocks down-to-earth friendly, interested, approach.

"I have received all the above information from parents who have talked with me in person or by telephone concerning service received.

"I hope this program will be continued and that Mrs. Brock will be able to devote more time in all areas."

Jo Etta Campbell
Training Center 12

"I think the Home-School Coordinator has been of tremendous importance to Center #12. Mrs. Brock has accomplished things that have seemed impossible previously. She consulted the parents and obtained permission to take two or the girls in my room for eye examination and glasses which were essential in both cases.

"I discovered that the family of another girl was destitute. Mrs. Brock investigated and found the father had been without employment for some time due to health problems. She has secured help for them through social agencies. Due to lack of education these people could not have helped themselves and did not know enough to go to the proper authorities.

"Mrs. Brock seems capable of meeting and solving any problem presented to her. I hope she continues in this position."

Kathrine L. Gretzer
Teacher

"Four children in room one have benefitted from the services of the Home-School Coordinator, Mrs. Ressie Brock.

"Paul Hayes did not have proper clothing for school. He wore combat type boots that appeared most uncomfortable. New shoes were purchased and other clothing were given to him. He and his family were most appreciative. Paul comes to school cleaner, neater, and happier than before.

"Michael M.'s family was visited several times by Mrs. Brock, they were encouraged to develop and practice better health habits and to seek medical aide not only for Michael but for other members of the family that needed it. A number of garments were given to this family. Michael is absent a great deal but when he comes to school, he appears neater.

"Paula P. very often comes to school improperly dressed. The mother had been contacted several times about this matter. Mrs. Brock took Paula home one day because she was insufficiently dressed. Paula is not always clean but she wears clothes suitable for the weather most of the time.

"Earnest B. often has seizures at school. We were unable to contact the mother because there is no telephone in the home. On one occasion Earnest missed the bus, Mrs. Brock visited the home and found the child alone, unhappy and upset. She brough him to school, he seemed happier and more relaxed at school.

"I hope this program can continue because of the benefits derived by the children, school and home. It is impossible for the teacher to render the services that are given by the Home-School Coordinator."

Sarah Bauchum, Teacher

"Mrs.Ressie Brock, Home Coordinator for Center #12, Kansas City, Missouri, at 2547 Jackson, in my opinion, has done a good job in visiting the parents of the children at this school. She has established a good relationship between the parents and the teachers and has been of great help to Center #12. She visited the parents of several of my children and has helped them to understand our school program better, what its aims are and what is expected of them.

"I highly recommend that she be retained in her present position as Home Coordinator for Center #12, Kansas City, Missouri."

Mrs. Marjorie M. Stone
Teacher
Kansas City, Missouri

"I feel that Mrs. R. Brock has been a fine coordinator for our school.

"Mrs. Brock was able with her influence to cut all red tape to get Charles T. into General Hospital when he became mentally ill.

"Through Mrs. Brock's efforts Charles has a chance to regain his health."

Earl E. Wedin
Teacher

HOME SCHOOL COORDINATOR

by

Finest L. Gilkey

Submitted As
A Special Project
for the
Missouri Schools for the Retarded

Funded by:
P.L. 89-10, Title I, of
The Elementary and Secondary Education Act of 1965

The job as Home-School Coordinator began and grew out of the growing need of closer ties between home-school and community in the field of mental retardation. Now, six (6) months later, so much has been accomplished that it is amazing just how the school operated without someone to render these services. I feel strongly that our entire program has been greatly benefited and that the program would suffer should these services ever be terminated.

When I assumed the job as the Home-School Coordinator I was told that I was going into a new field; that it should be a challenge to explore; that I could delve into any situation which affected the welfare of the student; and that I had no restriction on how to do the job. One positive statement was "Do a good job". My yardstick has been the knowledge that this is an untouched field in our program, and that I am charged to do a good job. So I embarked upon what might be called a tiny stream that has been swelled to a mighty flowing river of projects and problems.

The first step was to acquire as much resourceful knowledge as possible through personal contact and printed materials. No doubt, you have heard the old expression that "God takes care of babies and fools,".....! I'm surely not a baby, so I must have been the latter because I trod upon unthinkable grounds and acquiring results. At the time I didn't realize this because I was too much of the latter to know that I was projected into outer-space. I'm glad I didn't know that my procedures were a trifle bold and persistant or it is doubtful that our Home-School Coordinator services would be as meaningful to our program as they are now.

Embarking upon a new adventure an amateur should be mindful of the procedures and patterns of successful predecessors. I have kept this thought in mind as I have gathered data for this new job.

Allow me to "Back-up" in order to inject this clarification of my job. I am the buffer between home-school and community and it is my obligation and duty to serve the students and our program in general in a fashion that will forward understanding, respect, acceptance, growth, useful and productive citizenship and healthy bodies and minds through wholesome community-school living.

The first person with whom I talked was my wife...she is and has been a public school teacher for a number of years, and I felt that with her professional background she could give directions into avenues of help. It was with her suggestion that I made my first contact...an old friend; Miss Regina Edwards, who was trained in the field of Social Work and has been employed as such for many years and is currently serving as a Social Counselor with the Public School Board of Education.

Miss Edwards gave me a wealth of verbal and printed information...my conference with Miss Edwards was my "spring-board" to many informative hours spent with various agencies learning of their procedures and services that would be applicable to our situation.

The following are some of the personal contacts I made and the results of same:

A. Malcolm Bliss Hospital Dr. L. B. Calvin

Dr. Calvin stated with regret yet with truth that they rendered very little service to the mentally retarded due to the fact that it is difficult to distinguish between mental retardation and emotional disorders.

B. Missouri Division of Welfare Mr. Lynes, Director

Mr. Lynes was very proud and informative of their services. It seemed as if this office was the "pipe - line" of most all phases of welfare with A.D.C. being their "number 1" service.

C. Urban League

The Urban League has little or no services for us since their objective is in job procurement and placement and our students are not considered as part of the labor market.

D. St. Louis Society for Crippled Children Mr. Kninest, Assist. Dir., Mrs. Simms, Medical Social Worker.

Mrs. Simms informed me that they served as a referral agency and welcomed servicing the multiple handicapped as they have facilities for treating the "whole child."

E. Vocational Rehabilitation Mr. Kinder, Director

Mr. Kinder and I have had three (3) or four (4) conferences plus he and part of his staff have visited our school by my invitation. "Rehabilitation" is geared to job training, job placement and the free medical treatment of applicants wherever needed.

F. Project Workshop, Inc., Mr. L. H. Niebling, Manager and Mrs. Janet Bradley, Chief Counselor.

The workshop is ideally divided into two (2) sections; one for job training which could be as long as twenty six (26) weeks and the other for workshop job placement. The workshop is specially designed for emotionally disturbed and mentally retarded individuals. "Rehabilitation" and the workshop work very closely together. I was assured that all of our referrals would receive proper and immediate processing.

G. Universal Workshop, Inc., Mr. C. E. Powell, Manager

I have never met Mr. Powell during any of my visits; I have at all times conferred with Mrs. Viscardi, the workshop floor lady. Universal is geared for the slow producer and the lower trainable mentally retarded.

H. Globe Democrat Newspaper

I made contact with the hope of promoting wholesome community relationship and understanding through sporadic features publications...they turned a "deaf-ear."

I. St. Louis Public School, Special Education Department, Miss L. Miller, Director.

Each year State School No. 13 re-tests and sends one, two or three students to Special Education classes of the Public School System. My visit was to identity ourselves, to establish good relationship and to intensify any part of our program that might help to make the students' transition easier.

J. St. Louis Public School (Blewett Elementary School)

My visit to Blewett was a follow-up of my conference with Miss Miller. Special Education classes are divided into three (3) sections:

1. Primary (7 - 10 years)
2. Intermediate (11 - 13 years)
3. Advanced (13 - 16 years)

My concern was what was expected of our students coming into their program. Their chief desire is for our students to be sociable and well disciplined.

K. Red Cross

This agency is directed toward temporary, disaster relief.

L. Homer G. Phillip Hospital Mr. Virgil McKnight, Director

I was most interested in learning admittance procedures for obtaining medical services and the cost of these services. I was also concerned with the scope of their clinical facilities and the emergency treatments.. I was assured that all cases would receive prompt, efficient service.

M. U. S. Post Office (Main Office) C. I. Bakewell, Postmaster; A.J. Schicht, Chief Personnel Officer and C. Schaffner, Employment Assistant.

I was aware that Civil Service installations could employ mentally retarded persons, without Civil Service Examinations, providing they could perform the desired job. Realizing this fact, I chose to make my first "in-road" into the Post Office because Mr. Bakewell and I have been friends since 1947. Mr. Bakewell and his employment staff were eager to give two (2) of our students jobs as Mail Handlers. The students are, James Carey and Tommy Johnson.

N. Juvenile Detention Home Judge T. McMillian, Director, Mr. Baldwin, Counselor (Intaker).

Doing my entire employment at State School No. 13 I have dealt with older students and have been aware of their sex problems. Growing out of the sex behaviour of one of our students I had the pleasure to have a conference with Mr. Baldwin. His advice was well received.

O. Comprehensive Manpower Program Mr. George Campbell, Director,

No phase of their program embraces us ... however, Mr. Campbell made the timely referral of the Vocational Rehabilitation.

There were many personalities and agencies that I telephoned and received the maximum services. Some of the same are as follows:

A. U.S. Civil Service Commission Mr. Gardner Hart, Director.

Mr. Hart explained to me the law affecting the status of mentally retarded individuals in reference to Civil Service agencies. I was asked to explore any and many of these agencies and should any difficulty arise to contact his office.

B. Jewish Foundation Center (Rainbow Village) Mr. Sidney Light, Chairman.

This endeavor is under formation with its goal to serve mentally retarded individuals over the age of twenty-one (21). It seems as if the whole will be divided into three (3) parts, namely:

1. Regular day school.
2. Dormitory students.
3. Sheltered Workshops.

I believe that it would be difficult for any of our students to participate due to financial expectation.

C. Child Conservation Conference Mrs. Huelskoetter, President.

This is a private charity organization, we could not receive services because we are a State supported school.

D. K.A.T.Z. Educational Fund Mr. Brown, Director.

This is a radio charitable organization which is financed by donations and the donated sale of phonograph records. This organization meets the first Tuesday in each month and decides what applicants they will donate to. Applicants are to subscribe in writing giving desired nees and other data concerning financial status. The Educational Funds give short term assistance.

E. City Health Department Dr. Helen Bruce, Director.

After talking to three of our faculty members (Mrs. James, Mrs. Mitchell and Miss West) I started "shopping around" for a health program for our school. Dr. Bruces' office has been the hub from which most of our services sprang. As a result all our students have been immunized, have had their Tuberculin test and those that needed medical care are now receiving it. We are placed on The Health Department's yearly calendar.

F. City Health Department (Tuberculin Division) Dr. Banton, Director.

Our services from the Tuberculin Division grew out of our previous contact with Dr. Bruce. As a result, Dr. Cloyd, and staff rendered services to our entire student body and faculty. Four (4) of our students, Robert Blackwell, William Blackwell, Quennie Richardson, and Sharon Strong were positive to the degree that they have been x-rayed and examined and are now on medication.

G. Missouri School for the Blind

I was seeking information concerning eye glasses for our students.... they know of no agency.

H. Washington University Clinic

I was still seeking an agency that would provide glasses for our students... they did dignostic and clinical services within their institution and prescribed to fit the individual ... these services were to be paid for.

I. St. Louis Society for the Blind Mr. Leighninger, Director.

I ran into the same situation here ... no eye glasses and no positive referrals.

J. Lions Club Mr. Schaffner, Past-President

While visiting with and receiving Mr. Schaffner's postal services I "stumbled upon" his connection with the Lions Club. I approached him about eyeglasses and after due consideration I was informed that their chapter was committed to send their eyeglass assistance to an out-of-state community.

K. St. Louis Speech and Hearing Center Mrs. Thompson, Director.

This agency would be able to render services at school, however, there was a fee attached. I placed this project into the hands of our Parents-Teachers Organization and there it "died."

L. Looking for a Benefactor Mr. Jasper Lockwood

An article appeared in the daily newspaper asking if any worthy group needed a benefactor. I made immediate contact with Mr. Lockwood ... this is a group of businessmen who wanted to help some group in a financial manner. Because of the number of telephone applications, requests had to be in writing.

This I did but nothing has materialized.

M. Cardinal Glennon Hospital

I was seeking help for an emotionally disturbed and maybe a brain-damaged child. They do diagnostic testing but prefer making referrals for treatment.

N. St. Louis Childrens Hospital

I was still seeking clinical assistance that did both diagnositc testing and treatment. They do both.

O. St. Louis University (Hearing Clinic) Dr. Seelye

I was informed that starting September 12, 1967, classes would be starting for individuals with speech and hearing difficulties. The classes will be once a week; $7.50 for diagnostic testing; $30.00 to $55.00 semester fee but there would be a "slide rule" for low income families.

* * *

After I had gathered a wealth of material then I "set about" assorting and compiling it into workable and meaningful groupings. Next, I conferred with faculty explaining my job (to the extent of my limited knowledge) and asked that they should direct their students' problems to me. Here is where my job feally took on a smile of useful meaning.

First I designed a standard from that would be used by the faculty when they desired my services.

The teacher making the referral fills out the students' name, address, I.Q. etc. Plus writing in the nature of the problem. At this time I will have a brief discussion with the teacher of the students' problem and inquire should there be any special approach on my part in dealing with the situation.

Next I would attack the problem, render a solution and record it. One of these forms is placed into the students' record file, one in teachers' file and one in my file. (Attached is above mentioned form.)

Form HSC # 1

DATE ______________

STUDENT ________________________________(M) or (F) [illegible] _____ _____ _____

PARENT __________________________ADDRESS____________________________________

TELEPHONE ______________________ NUMBER IN FAMILY ____________

TEACHER ____________________, ROOM #__________ CENTER #________________

NATURE OF REFERRATION ____

____

NATURE OF PROBLEM

* * *

Eg: (Chronic Absence) ____

____

____

____

____

RESULTS:

____

____

____

____

____

SIGNED____________________________
Coordinator

Date ______________________________

I suppose for the sake of likeness and unity that it would be better should I group all of the facultys' referrals together not withstanding calendar time but the nature of their disposition.

1. Evelyn has a vision, hearing and orthopedic handicap.

I contacted the mother (Katie Edwards) and obtained her consent to refer Evelyn to the Society for Crippled Children. Next I set-up an appointment with Mr. Kninest and Mrs. Simms of the Society. During our conference I learned that the Society is geared to treat children with multiple handicaps through their wide referral services; that these services are free but the patient should come into the Society through some clinical referral. Back to Evelyn ... Mrs. Edwards had to make all final admittance arrangements. Evelyn went to the Society for orthopedic treatment and after examination she was sent to Cardinal Glennon Hospital on April 3, 1967. On April 4, 1967, her right foot was operated on by Dr. Thomas Meirink; then the left and about April 10, 1967, the operations were viewed as successful and Evelyn was moved to Rankin Jordan Nursing Home (Clayton) for convalescent and academic stimulations. Minor disorders set-in and Evelyn was brought back to Cardinal Glennon Hospital for for corrective treatment on July 28, 1967, she was allowed to go home, (cast removed). As of now, Evelyn is in a therapeutic stage; she has to learn to walk again.

2. Wilbert has a visual problem.

The teacher felt that Wilbert could make greater progress if he wore glasses. In talking with the parents I learned that they were aware of the problem but were unable to purchase glasses at that time because Mr. C. was an "in and out" hospital patient and could not afford to buy them. About two (2) months later Mrs. C. visited the school ... I inquired about Wilbert's glasses;

she stated that very shortly Wilbert would receive them ... however, at the close of summer school either he didn't have or wasn't wearing glasses.

3. Donald's problem was that he was poorly dressed and needed clothing. Through my earlier contact with Miss Edwards, Public School Social Counselor, I had been advised of the short term services rendered by the K-A-T-Z Educational Fund. So, again, I contacted Miss Edwares with Donalds' problem and was directed to visit Donald's home and talk with his mother. Mrs. P. disclosed the necessary information which included the number of children in the family, their ages and the amount of family income. Donald was judged by the Board of Directors as a worthy case and I received a check for fifty dollars ($50.00) to be spent on clothing. The stipulations were that receipts and a letter of appreciation be forwarded to the board. With the aid of Mrs. P. I was able to do a handsome job of shopping. The letter and receipts were forwarded as requested.

4. Phyllis has a severe hearing problem ... needed a hearing aid. The teacher felt that Phyllis would improve in the classroom and enjoy all aspects of her surroundings better if she had a means of communication through hearing.

In talking with the mother it seemed as if Phyllis once had a hearing aid, however, it was lost or misplaced during a moving period.

I called Mrs. Thompson of the St. Louis Speech and Hearing Center; gave the required information and set-up an appointment for the parents. The appointment was kept and within two and one half weeks (2½) Phyllis was enjoying the sounds of things around her.

Anthony's problem was that he would very often come to school without lunch or lunch money.

It is rather difficult to see an entire group enjoying lunch while one student sat without any. The teacher had provided lunch or lunch money for Anthony until she became weary.

My visit disclosed a "stair-step" family; that the mother is separated from her husband; that she is unemployed and that she has made an application for A.D.C. but it has not been approved. The mother promised to try to send some type of lunch daily. At this point Anthony's attendance began dropping and after a little "chat" with his teacher I made another visit to the home. The mother said that on days when she could not send a lunch that she had kept Anthony at home.

I told the mother that she must make every effort to provide a lunch for Anthony but if she could not provide a lunch then send Anthony to school and the situation would be dealt with.

6. Harrison's problem was that he had been sent back to live with his mother, whom he had not lived with since the age of four.

First I telephoned Harrison's uncle, whom he lived with all of his formative life. The uncle stated that Harrison had started wandering the streets about 2:00, 3:00, or 4:00 o'clock in the morning and out of fear that Harrison would accidently get hurt he had returned him to his mother.

Visiting with Harrison's mother I learned that she was a chronic heart patient and that her doctor had advised her to place Harrison in an institution. The mother admitted that Harrison had been a constant sex problem; that he would steal; that he and his younger sister could not adjust to each other; that he had a striking dislike for pregnant women and that he kept the family awake most of the night while he roamed the house and played aloud in his room. Each parent insisted that Harrison would not be institutionalized.

I suggested that Harrison bring his tiny toys (which he played with at night) to school and give them to little friends of his choice ... this he did and seemed very pleased. I talked with Harrison in regards to behaviour and his responsibility to his family. I recommended adequate time for the adjustment period.

7. Jackie was said to be a general trouble maker on the school bus. It was reported that he had thrown Donald Grass's glasses out of the bus window and the eyeglasses were lost.

In my judgment it was never established that Jackie really did throw Donald's eyeglasses out of the bus window. However, I did visit Jackie's home and discovered that there were four or five children in the family; that the father was a chronic hospital patient; that the mother was the only one working and could not afford to pay thirty-five (35.00) for a pair of glasses.

I advised the mother to contact Donald's foster parents and for the two families to render a solution to the problem. As a result, Donald's foster parents felt that the financial burden was too much for Mr. & Mrs. N. so they replaced they replaced the eyeglasses. I counseled Jackie.

8. Judy was said to have been involved in the throwing of Donald's eyeglasses out of the bus window.

Only two days after Donald's foster parents had purchased Donald a pair of glasses they were thrown out of the bus window. This time Judy was involved. I visited the homes of both the children. Judy's parents felt that it was too costly for Donald's foster parents to buy another pair of eyeglasses so Judy's parents bought the second pair.

Upon my suggestion a tight fitting guard strap was bought and placed on the glasses...I also advised Donald to become more agressive toward anyone attempting to remove his eyeglasses. There has been no further eyeglasses throwing.

9. Stephen's problem is that he is a chronic absentee. I visited Stephen's home and found he and his mother. It was too my embarrassment and to his mother's discomfort that she got out of her sick bed to talk with me. The mother said that Stephen had been absent because his brothers and sisters who attended the Public Schools would be late getting to school if they had to wait and take Stephen to be picked-up by the bus and would have to leave their school early

if they were to pick up Stephen in the afternoon. Mr. Vessell was working and could not take him; they did not know their neighbors so they could not ask them to render this special service and the mother was too ill and could not help in any way possible.

10. Vickey's problem was that she is a chronic absentee. It was believed that Vickey was being kept at home to do baby-sitting chores. After my extended visit and relaxing conversation with the mother she admitted that she was partly to blame for Vickey's poor attendance by not getting her ready in time. She also stated that part was due to Vickey's illness and the bus running off schedule. After I called in and "pin-pointed" the schedule of the school bus, she promised to see that Vickey's attendance would improve.

11. Billy is a discipline problem. After talking with the teacher, and mother, I am convinced that Billy is too industrious and too "street-wise" for his age and condition; his independent street freedom is a part of knowing Billy. The mother openly admitted that at one time a policeman (in her home and in the presence of Billy) threatened to arrest the parents should they whip Billy again...I do not know to what extent whipping had gone. However, Billy remembers this and holds it threateningly over their heads.

Billy goes out independently and secures small jobs as well as salvages bottles and rubbish for his spending money. Much of his food and some of his clothing he buys for himself. There is a growing fear of the late hours and the company he keeps. I told the mother that I felt that she and the father were too weak in the discipline department. I strongly suggested that Billy should be deprived of his street freedom...that he should be whipped when needed and even go to the extent of having a juvenile officer erase this idea that he could not be whipped from his mind.

At school, although Billy is only twelve years of age, I had placed him in the work-shop where he could find an outlet for this industrious tendancy (requirements are that a student must be fifteen (15) years old to enter the classroom workshop). I have had several "fatherly chats" with Billy ... he is reported to be improving.

12. Joseph and Yvette's problem was arriving late to school and interrupting the lunch-count procedures. Visiting the mother it was revealed that she worked nights and often overselep and failed to get Joseph and Yvette ready to catch the school bus so she would send them in a taxi. I explained the problem that is created and suggested two remedies: 1. Purchase and use the services of an alarm clock. 2. Send a lunch when Joseph and Yvette are late.

13. Cardell's problem was that he arrived at school too early. Sometimes Cardell would arrive before the faculty and wander the halls or go to his room.

In talking to the mother it seemed that a neighbor who was supposed to see that Cardell caught the school bus would bring Cardell to school. I pointed out that Cardell's early school arrivals created a problem and that he would have to ride the school bus or if he would come by private car not to arrive before 9:20 a.m. We established an understanding.

14. Phillip's problem was that of 'bed wetting" and he is getting to be a chronic absentee. Many mornings Phillip would come to school smelling of urine. I visited Phillip's home in the cold of winter and found only a hot-plate being used to heat the entire house and it was used as a stove for cooking. The mother stated the entire family slept in their clothing as an added protection against the cold and that when Phillip would wet the bed that he would come to school without changing his clothes. This is the excuse the mother offered for Phillip staying out of school so often coupled with the fact that many times

there was no food nor money to provide Phillip with a lunch.

I was rather disturbed at what appeared to be mismanagement because the mother is receiving A.D.C. assistance. I suggested as a means of help to solving Phillip's problem of bed-wetting that he should not be allowed any liquids after 6:00 or 7:00 o'clock in the evening and that during the night Phillip should be awakened and directed to use the bathroom. I recommended that clean, dry clothing be prepared each night and that Phillip should at least be sponged-off each morning before putting on clean, dry clothing. I did not feel that I was at liberty to become real critical in regards to the management of her A.D.C. assistance funds, however, I did suggest that she should prorate and budget her money to span the month.

Family set out of their house.

One morning Phillip came to school confused as to where he had caught the school bus, where he had spent the night, where he lived and where his mother was. In my effort to make clear Phillip's confusion, I visited the home...all their furnishings were placed out on the sidewalk. I went from door to door trying to find out from the neighbors where the mother was. No one knew. I visited the grandmother's home; she said she heard that the family had been set-out of the house but did not know where they had spent the night.

After school I went back to the house and found the mother attending to the furnishings on the sidewalk. I was assured that she had contacted her social worker; that a house had been rented and that she was to move in the next day. They have secured a dwelling.

15. Ruth Ann had a problem of chronic and repeated absenteeism. The day I went to visit Ruth she was lying in bed fully dressed even to her shoes. I questioned her mother, who said that Ruth Ann was just plain stubborn and that she was actually afraid to make Ruth do things that she objected to doing.

I humored and talked briefly to Ruth Ann and she came back to school with me.

During the adminstering of immunization shots by the Health Department, the doctor had reasons to suspect that Ruth Ann might have Tuberculosis. I was advised to advise Ruth's mother to have a clinical test made on Ruth, and Ruth was to remain at home until the negative conclusion of test. This was complied with...Ruth Ann was given a "clear bill of health".

Albert's problem was that he was over-medicated. Normally, Albert is very active but this particular morning he arrived at school medicated to the extent that he was actually standing-up asleep; there was white secretion from his mouth and nothing he said actually made sense.

Albert was made comfortable on a cot and also walked about in the open air. In the meantime I tried to reach Albert's home ... no one was there. So I called Barnes Hospital and talked with a staff doctor who assured me that if Albert did not get any worse that he was not in great danger...however, we were to observe him constantly and should his condition change we were to contact the hospital immediately.

Just before school closed that afternoon I again called Ablert's home... but no one ansered. I was fearful of allowing hom to be home alone, so I went home with him and stayed until his brother and sister came home from school.

That night I called Albert's mother and related the details. She said that she just changed Albert's medication but would discontinue it until she carried Albert back to the clinic.

***

The two following cases are a trifle diffezent ... they stirred deep emotion of the entire family and friends.

1. Frederick's home was burned with the furnishings declared just about a

total loss..."Fred" and his father were hospitalized as a result of severe burns of their entire upper bodies.

Upon receiving the news about the fire I was able to locate his mother who had received temporary living facilities with her sister. After talking with her and getting a detailed description of the fire and the extent of the damage I visited Fred and his father. I went back to school and got out a form letter explaining the family's disaster and asking that any type of expression of concern be rendered immdeiately. This letter was sent to every parent of our school family and the results were heart-warming.

The L.'s have moved into dwellings of their won and life goes on as before.

2. Alexander's mother died. When Alex's mother died he was left to live with his sisters and a brother who could not agree upon anything. I was invited to speak my opinion regarding three avenues for Alex's future: (a) to be placed in an institution, (b) to remain in his present home with young, immature adult sisters and a brother and (c) to live in Illinois with a half-sister whom he did not like, would not allow her to discipline him and really she felt that Alexwould be a burden to her.

I "cast my lot" with the younger sisters and brothers with the advice that the money left for Alex by his deceased father should be so arranged as to allow for the dispensing of monthly funds. I felt that the realization that now Alex was their total responsibility would make a stronger man and women out of these youngsters.

*** Much to my regret I have one piece of unfinished business.

I made an application to K-A-T-Z Educational Fund for clothing and lunch money for Yvone, Marguerite, and Carl. For the extreme latter part of the regular school year lunches were purchased for these students. Due to circumstances, I have money put away. Now I am at a "cross-road" as what to do with this money.. should I buy clothes or use it for lunch money? When regualr school begins I will decide.

As for on the spot, "school discipline" I have dealt with any number and usually it has been with the little warrioring rascals. I have been able to reach them with a visit to my office; hear their side; give my instructions, and leave on a friendly note of a hand shake, smile, and a promise.

In one or two cases I have requested that the teacher deprive them of an activity which they enjoy most or I have requested that they be furloughed home for a brief stay.

I have made a point for about a week after child-conference to see each student that I have had any contact with; the idea is to saturate our relationship and continue the raport.

One afternoon Mrs. James, Mrs. Mitchell, Miss West and I were reflecting our week at "the Teacher's Institute" at Drury College, Springfield, Missouri, when it was clearly brought to focus that the majority, if not all of the schools in the city enjoyed the health services of the City Health Department.

After trial and error I struck the right note...Dr. Helen Bruce, who is head of the City Health Department. I explained to Dr. Bruce the nature of our student body; that as high eighty (80) to eighty-five (85) persent of our school families have sub-standard living conditions; that we did not employee the services of a nurse and we were not getting full, health coverages.

Dr. Bruce and I selected a calendar date for a City Nurse to visit the school and set-up a workable health program for our school. On March 8th, 15th, and 16th, 1967, I assisted Mrs. Montgomery, R.N. in compiling data needed before administering the immunization shots to the entire school body. Faculty members were serviced by their own request. .

On May 4, 1967 the City Health Department staffing returned and gave the second part of the immunization shots.

Growing out of our immunization service came my desire for some type of chest x-ray program that could be dealt with at school and on a scale large enough to service both the student body and faculty.

Again I contacted Dr. Bruce and was advised to call Dr. Banton of the Tuberculosis Division. On June 22, 1967, Dr. Cloyd and a staffing of two nurses and two clerks administered the first phase of the treatment...medication was shot intothe lower arm by use of an electric gun device. On June 29, 1967, the staffing returned for the "reading." Four (4) students were negative to the extent of chest x-ray and clinical treatment.

I have been in constant contact with the Health Department with reference to the above students and have been assured that they are still undergoing various tests; that they are now on a prophylactic medication and according to tests thus far they cannot spread the disease.

I have made several calls to Dr. Bruce's office, she is a most gracious la dy, and I have been told that we are on their calendar for yearly services.

One of the prime objectives of our school is to train our students to become useful and productive members of their society. No, we are not ostrichs "with our heads in the sand"... the faculty is aware of the capacities and limitations of our student body and tries to get every ounce of "out-put" from them. Not withstanding our effort, every student will not have the capacity or the temperament to be employed as a productive worker.

However, we do feel that with the proper training some of our students can be employed in Sheltered-Workshop and some of these students will pass into the competitive labor market. With employment as one facet of our goal the school is structured with a workshop situation for the purpose of training our students (16 years to 21 years of age) in desirable work habits and temperaments. At the earliest age level (over 16 years old) we try to place qualified students into workshops or private industry.

This is a long but rewarding job of rounding - out and polishing crude human material into a finished productive product. It is here (in our school workshop) that Mr. Bowles, Mrs. Deppong and Mrs. McCollum have done a splendid job of transition. The work pattern is simulated as closely to the actual job situation as possible. I recall one instant that after I had contacted Mr. C. I. Bakewell, Postmaster, and received his promise that two of our students would be given a trial period of employment at the Post Office as mail handlers. Then the workshop teachers and I set about gathering concrete work situations. First I made an appointment then we visited and toured the Post Office with special interest to the job to be done by our two prospective students. Straightway we returned to school and simulated the actual job as best we could under limited conditions.

After an extensive training period I carried our proud prospects, James and Tommy to the Post Office for their physical examination and to fill out application for employment records. On July 3, 1967, Tommy reported to the Main Post Office for work...on July 7, 1967, Tommy was dismissed. I contacted the employment section (Mr. H.) in regards to Tommy and was told that Tommy's work ability and work habits ere up to standard but his difficulty was in the fact that he could not move about from one section of the building to another without the formena carrying him. Riding the punch-typed elevators and going from floor to floor and section to section without supervision was something that Tommy could not master in a matter of a few days. However, I was not contented with this set back...I made an appointment with Tommy's mother and the Project Workshop Incorporated and have learned that Tommy should be employed there for a training period before September 1967.

As for James and the Post Office...James's hand needed medical attention for fear the handling of the mail sacks would infect it. Often "fate" plays tricks on us ... when Dr. Breedlove felt that James's hand was well enough to report to work, the railroads were on strike and employees were being laid-off and no one was being hired. After the strike situation eased up I called Mr. H. who assured me that James would be given his job chance but as of now James has not been called for employment.

During the maze of trying to find direction for my job as Home-School Coordinator I went directly to Vocational Rehabilitation and had an interview with Mr. Kinder. Mr. Kinder implied that this approach was a trifle unusual but pledged himself and his staffing to be mindful of our situation. On May 15, 1967, I accompanied four students for their interviews at Vocational Rehabilitation and for their physical examinations at Sutter Clinic. Since this stage, each has been processed and his records forwarded to Project Workshop Inc. I have been assured that each student would be placed in the training program of the workshop before or by September, 1967.

In the same vein of job placement, I have encouraged the parents of five other students to honor the appointments that I made for them at the Project Workshop Inc. On July 20, 1967, I had an extended visit with Mrs. B. ... again I was told that before or by September, 1967, these referrals would be placed in the training program of Project Workshop.

During the week of August 14 - 18, 1967, one student is to begin working at the Universal Sheltered Workshop.

One of our graduates has been employed at two or three jobs and was incapable of service continuation due to her short attention span. She was receiving state-aid but this was terminated with her first job. After it was established that she was unable to hold a job, her social welfare worker, Mrs. T. and I set wheels in motion to have the child placed back on assistance.

Closing my eyes and awakening my recall there are a number of unrelated services that I was able to render:

A. On February 16,17,1967 our school was setting up its Physical Education Program...I was charged with the duty of having each student present for testing, evaluation and grouping. At the ending of the testing period I was given a listing of students with special problems. I contracted these student's parents and related the findings of the Physical Education Staffing.

B. On March 27, 1967, I assisted Mrs. Glover with the shopping for items that would enhance the general appearance of our school and add a polished touch to our services as we were to be host to the C.E.C. Convention. On March 30, 1967, I gave a short report of my activities thus far and my proposed plans as the Home-School Coordinator. After the brief meeting I assisted the host staffing.

C. Miss Carr (faculty member) sustained a severe accident while on duty at school. During her hospital confinement I made many visits of a general nature and often carried her classroom records which she completed during her confinement.

It was expedient that I enroll Miss Carr's students for summer school and counseled the parents in regards to the students's profile ratings. To complete the class roster it was necessary that I visit a bed, confined mother.

D. Many times I visited Evelyn while she was confined at Cardinal Glennon Hospital as a result of an orthopedic operation which I referred through the

Society for Crippled Children.

E. At the request of our Parents-Teachers Organization I arranged in part the program for the meeting of March 16, 1967, Mrs. Simms (Medical Social Worker) with the Society for Crippled Children) was the guest speaker. The general themes were in the Sharing of the Parents's Personal Problems of their Children, and the Medical Welfare Services that could be obtained.

The meeting was designed for audience participation...it turned out quite well.

As a part of my summer school responsibilities I was charged with the detailed setting up of school trips. This entailed making appointments with prospective places and sites; selecting trips with interest and age groupings in mind; proportioning trips equally among faculty; sending a bus requirement and scheduling to Barker Bus Company; placing in the hands of every teacher the entire summer school trip scheduling; staying within the fram work of a fixed budget; getting each trip started from school and going on those trips that were to be to the best interest of the program.

On July 25, 1967, Mr. Jess LaPuma asked me to attend one of his classes which was held at St. Louis University. Mr. LaPuma was making his presentation to the class and was displaying the behaviour patterns of one of our students. It was most interesting to watch R. as she unknowingly exhibited the behaviour traits that were predicted by Mr. LaPuma. Mr. LaPuma had placed into the hands of each class-mate a prepared personality pattern of R.

I was asked by the class to qualify some of R.'s behaviour patterns.

Looking back I am pleased at the quality of service that I was able to render our school family along with the willing aid of so many kind and understanding people. Many people only needed to be told of our situations and they were happy to place their services and those of their agencies at our disposal.

In my job as Home-School Coordinator I was able to tap the grass-roots of deep feelings and emotions. I was able to listen...I was able to help. I truly feel that through this warm desire to understand and to help that our school and homes were brought closer together.

Would I welcome this job again? Yes, and with open arms because it means progress and unity for our "school family" and to be without the services of a Home-School Coordinator would mean a step backward. This is an age of progress ... let us move forward.

Submitted by:

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Coordinator